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STUDY OF FIRST-YEAR 4-H CLUB LEADERS IN NEW YORK STATE--TENURE, CHARACTERISTICS OF LEADERS AND EVALUATION OF JOB PERFORMANCE BY 4-H AGENTS.

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TO DETERMINE THE FACTORS RELATED TO FIRST-YEAR 4-H LEADERS' CONTINUING IN OR DROPPING OUT OF 4-H WORK AND TO ANALYZE RELATIONSHIPS AMONG CHARACTERISTICS OF A SAMPLE OF FIRST-YEAR 4-H LEADERS AND THE EVALUATION BY THEIR 4-H AGENTS OF JOBS PERFORMED AND NOT PERFORMED, IN 1961 QUESTIONNAIRES AND PERSONALITY TESTS WERE GIVEN TO 527 FIRST-YEAR 4-H LEADERS IN NEW YORK WHO WERE PART OF A NORTHEASTERN REGIONAL SAMPLE. QUESTIONNAIRES WERE ALSO ADMINISTERED IN 1961 AND 1962 TO 4-H AGENTS IN THE COUNTIES FROM WHICH THE LEADERS CAME. MAJOR PERSONAL CHARACTERISTICS OF THE SAMPLE ARE OUTLINED AND THEN RELATED TO TENURE. IMPLICATIONS OF THE FINDINGS ARE RELEVANT IN TRAINING AGENTS TO TRAIN LEADERS. IN THE SUPPLEMENT, DISTRIBUTION OF JOBS ACCORDING TO THE NUMBER OF FIRST-YEAR 4-H LEADERS PERFORMING AND NOT PERFORMING THEM, AND THE PERCEPTIONS OF 4-H AGENTS AND STATE LEADERS OF 4-H LEADERS' JOBS ARE PRESENTED IN TABLES. APPENDIXES INCLUDE QUESTIONNAIRES. DOCUMENT AVAILABLE FROM OFFICE OF EXTENSION STUDIES, NEW YORK STATE COLLEGES OF AGRICULTURE AND HOME ECONOMICS, CONTRACT COLLEGES OF THE STATE UNIVERSITY AT CORNELL UNIVERSITY, ITHACA, NEW YORK. (AJ)

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Study of First-Year 4-H Club Leaders in New York State

Tenure, Characteristics of Leaders and Evaluation Of Job Performance by 4-H Agents

by
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Extension Study No. 12

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Contract Colleges of the State University
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Ithaca, New York

March, 1966

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PREFACE

The data for this study were obtained from a sample of New York first-year 4-H leaders who were part of a larger sample in a study of these leaders in the Northeastern Region of the United States and from 4-H agents in the counties from which the sample of New York first-year 4-H leaders came. The tenure and characteristics of the first-year leaders and the evaluation of their job performance by their 4-H agents are the broad areas covered by the study.

It is believed that the findings and their implications are especially relevant in training agents for their task of training leaders. Those responsible for planning and conducting the in-service training of 4-H agents should find both stimulation and guidance in the findings of the study.

The 4-H leaders and their agents who provided the information for the study were most cooperative, and their contributions are greatly appreciated. The clerical and stenographic staff of the Office of Extension Studies have done an excellent job of preparing the statistics and manuscript for the study. For their conscientious work the author is most grateful.

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STUDY OF FIRST-YEAR 4-H CLUB LEADERS IN NEW YORK STATE

Tenure, Characteristics of Leaders, and Evaluation Of Job Performance by 4-H Agents

Summary of Findings

I. Introduction

A. The data for this study were obtained principally from questionnaires and personality tests administered at the end of the 4-H Club year in 1961 to 527 first-year 4-H leaders in New York State who were part of a Northeastern Regional sample and from questionnaires administered to 4-H agents in the New York counties from which the 4-H leaders came who were part of the regional sample. Data were also obtained from 4-H agents in 1962 on continuity in club work into a second year for the leaders studied in 1961.

II. Objectives of New York Study

A. The first objective of the New York study was to ascertain what factors are related to first-year 4-H leaders' continuing in or dropping out of 4-H work.

B. The second objective was to analyze the entire sample of first-year 4-H leaders with respect to 1) relationships among the various characteristics of these leaders and 2) the evaluation by their 4-H agents of jobs performed and not performed by the first-year 4-H leaders.

III. Selected Major Characteristics of the Sample of First-Year 4-H Leaders

A. Age--Almost half of the leaders were in the 30 - 39 age group.

B. Sex--Almost three fourths of the leaders were females.

C. Place of residence--Almost two fifths of the leaders resided on farms, slightly over two fifths were rural nonfarm dwellers, and less than one fifth were urban.

D. Educational level--Almost four fifths of the leaders were at least high school graduates, but a little over half of these had completed high school only. A little over one third of the total had gone beyond high school.

E. Types of leaders--Two fifths of the leaders were organizational leaders with project responsibilities; less than a third were assistant organizational leaders with projects; less than a third were project-only leaders; and the remaining few (17 leaders) were either organizational-only or assistant organizational-only leaders.

F. Tenure of leaders--Slightly more than four fifths of the leaders continued their leadership into a second year.

IV. Analysis of Factors Relating to Tenure

A. Relationship to Tenure of Personal Characteristics of First-Year 4-H Leaders

1. The following personal characteristics of the first-year 4-H leaders were tested by X^2 and by analysis of variance (F test) in the case of the last group of characteristics for relationship to whether or not leadership was continued into a second year: sex, age, educational level, place of residence, number of years the leader had been a 4-H member, whether or not leader's own children were in his club, percent of leader's own eligible (age) children ever 4-H members, and the personality factors of the leaders.

2. When tested by X^2 and analysis of variance (F test) in the case of personality factors, no relationship was significant at the .05 level.

B. Relationship to Tenure of First-Year 4-H Leaders' Characteristics Attributable to Their Club

1. The following first-year 4-H leaders' characteristics attributable to the clubs with which associated were tested by X^2 for their relationship to whether or not leadership was continued into a second year: type of leadership,[1] size of club, age of club, seasonality of the club, number of other leaders in the club, number of months leader served club, number of months leader expected to serve club this year, number of local club and/or project meetings attended; and number of projects carried by first-year leaders responsible for projects.

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[1] Includes the following types: 1) organizational-only leaders, 2) organizational leaders with projects, 3) assistant organizational-only leaders, 4) assistant organizational leaders with projects and 5) project-only leaders.

2. When tested by X^2 only four of the nine characteristics were significantly related to tenure at the .05 level or less, but in no case was the association of a high degree as shown by the T coefficient. These were: 1) size of club, with drop-outs most frequently associated with small clubs, 2) number of other leaders associated with clubs, with drop-outs most frequently in clubs with no other leaders, 3) number of months served as leader, with drop-outs most frequent for short periods of service, and 4) number of months expected to serve this year, with drop-outs most frequent for short period of service expected.

C. Relationship to Tenure of First-Year 4-H Leaders' Characteristics Associated with the Training They Received

1. The following first-year 4-H leaders' characteristics associated with the training which they received were tested by X^2 for their relationship to whether or not leadership was continued into a second year: whether or not received training at least at one county-wide training meeting, whether or not received training at least at one district training meeting, whether or not received training at least at one community training meeting, whether or not received training at least at one training meeting outside of county, whether or not received training at least at one training meeting of any kind.

2. When tested by X^2 only two of the five relationships between receiving training and tenure were significant at the .05 level or less, but in neither instance was the degree of association high as shown by the T coefficient. These were: 1) received training at least at one county-wide meeting, with drop-outs being more frequent for those not receiving this kind of training and 2) received any kind of training at least at one training meeting, with drop-outs being more frequent for those not receiving any kind of training.

D. Relationship to Tenure of Total Agreement of First-Year 4-H Leaders and Their 4-H Agents on Performance of Leaders' Jobs

1. The percentages of agreement on doing or not doing jobs and should do or should not do them between first-year 4-H leaders and their 4-H agents for all 4-H leaders, organizational leaders with and without projects, assistant organizational leaders with and

without projects, and project-only leaders were tested by X^2 for their relationship to whether or not leadership was continued into a second year.

2. For neither all leaders nor any of the three types of leaders was the relationship significant at the .05 level when tested by X^2.

V. General Analysis of Characteristics of All First-Year 4-H Leaders

A. Relationship of Personality Factors of Leaders to Age, Sex, and Residence of the Leaders and Personality Factors Of the Male and Female General Adult Population

1. When the personality factors of the leaders were tested by analysis of variance (F test) for relationship with age, sex, and residence of the leaders, a significant relationship was found at the .05 level or less for:
   a. Age--only two of the 16 personality factors
   b. Sex--10 of the 16 personality factors
   c. Residence--seven of the 16 personality factors

2. When the personality factors of the male and female leaders were tested by analysis of variance (F test) for differences on mean raw scores with the males and females of the general adult population, the male leaders with significant differences on eight of the 16 personality factors were more similar to their sex group in the general adult population than the females with significant differences on 10 of the 16 personality factors. Thus compared to their respective sex in the general adult population, the leaders differ from the general population norms as follows:

Males	Females
aloof	aloof
submissive	high general ability
glum	submissive
conscientious	enthusiastic
timid	tough
conventional	trustful
simple	conventional
insecure	simple
	dependent
	controlled

B. Relationship of Selected Personal Characteristics of Leaders to Other Selected Characteristics of These Leaders

1. Relationship of Selected Personal Characteristics Of Leaders to Types of Leaders

a. The following selected personal characteristics of first-year 4-H leaders were tested by X^2 and, in the case of the personality factors, by analysis of variance (F test) for their relationship to types of leaders:[1] sex, number of own children in leader's club, percent of own eligible (age) children ever 4-H club members, number of months leader expects to serve and 16 personality factors.

b. When tested by X^2 and analysis of variance (F test) in the case of the personality factors only two of the five relationships were supported at the .05 level or less. These were sex to types of leaders and number of months the leader expects to serve to types of leaders. In both cases the degree of association as shown by T was low. Male leaders much more frequently than female leaders had accepted organizational leadership positions and somewhat less frequently assistant organizational and project-only leadership positions. As might be anticipated, those leaders who expected to serve a short time were most frequently project leaders.

2. Relationship of Selected Personal Characteristics Of Leaders to Sex of Leaders

a. The following selected personal characteristics of first-year 4-H leaders were tested by X^2 for their relationship to the sex of the leaders: place of residence, age, percent of eligible (age) own children ever 4-H members.

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[1] Five major types of leaders were identified in the study. These five types and their respective numbers are: 1) organizational-only leaders--6; 2) organizational leaders also responsible for projects--212; 3) assistant organizational-only leaders--11; 4) assistant organizational leaders also responsible for projects--142; and 5) project-only leaders--156. For this section of the study, types (1) and (2) were combined and types (3) and (4).

b. When tested by X^2 two of the three relationships were supported at the .001 level. These were residence and percent of eligible (age) own children ever 4-H members. In both instances the degree of association as shown by T was low. The farm leaders had a somewhat higher percent of males than did either the rural nonfarm or urban leaders or than all leaders; the opposite was true for female leaders. The male leaders with eligible (age) children more frequently had a larger percent of their eligible (age) children who had at some time been 4-H members than did the female leaders.

3. Relationship of Selected Leader Characteristics Attributable to Association with 4-H Clubs to Sex Of Leaders

a. The presence of the first-year 4-H leader's children in the club and the seasonality of the first-year 4-H leader's club were tested by X^2 for relationship to the sex of leader.

b. When tested by X^2 only the relationship of seasonality of the club to the sex of the leader was supported at .05 level or less. There was a considerably larger percent of male leaders serving the summer or spring and summer (short-term) clubs and a considerably smaller percent of female leaders serving them than the percentages of males and females in the other major seasonality class or in the total group of leaders.

4. Relationship of Types of Leaders to Other Selected Leader Characteristics Attributable to Association With 4-H Clubs

a. The types of first-year 4-H leaders in relationship to number of club and/or project meetings attended and to number of months served was tested by X^2.

b. When tested by X^2 both relationships were supported at the .001 level, but in both instances the degree of association as shown by T was low. Project-only leaders tend to attend few meetings compared to organizational leaders with and without projects or assistant organizational leaders with and without projects. The organizational leaders with and without projects are the ones who attend the greatest number of meetings.

C. Relationship of Personality Factors of First-Year 4-H Leaders to Agreement with Their 4-H Agents Regarding Performance of Jobs

1. The relationship of the high and low percentage agreement between first-year 4-H leaders and their 4-H agents[1] in respect to the performance of jobs and mean sten scores on 16 personality factors of these leaders for all jobs and for seven types of jobs, i.e., teaching, morale building, individual and special assistance, club organization and supervision, representing 4-H and promotional, chores, and self-improvement was tested by analysis of variance (F test).

2. There was only a small degree of relationship shown when tested by analysis of variance. Three types of jobs and the total showed a significant difference for the mean sten scores of lower and upper halves on percent of agreement for as many as three personality factors; two types showed a significant difference for two factors; one type had a significant difference for one factor; and one type had no factor with a significant difference. It is difficult to attach any importance to these few differences.

VI. Evaluation by 4-H Agents of Jobs Performed and Not Performed By First-Year 4-H Leaders

A. Relationship of the Number of First-Year 4-H Leaders Performing Jobs to Approval by Their 4-H Agents on Performance of Jobs

1. For all leaders as well as the three major types of leaders, i.e., organizational leaders with projects, assistant organizational leaders with projects, and project-only leaders, approval by their agents of what the leaders did occurred more extensively where the numbers performing the jobs were high and less extensively where the numbers performing the jobs were low. When tested by X^2, the relationship was significant for all leaders and the three types at .05 level or less, and the degrees of association as shown by T were average or in that direction.

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[1] Percent of agreement was obtained by adding jobs done and should as seen by 4-H agents and jobs not done and should not do as seen by 4-H agents and dividing by the total number (97) of jobs.

B. Relationship of the Number of First-Year 4-H Leaders Not Performing Jobs to Disapproval by Their 4-H Agents On Nonperformance of Jobs

1. For all leaders as well as the three major types of leaders disapproval by their agents of what the leaders failed to do occurred to a lesser extent where the number not performing them was large and to a greater extent where the number of leaders not performing them was small. When tested by X^2, the relationship was significant for all leaders and the three types at the .05 level or less, and the degrees of association as shown by T tended toward average.

C. Summary of Approval and Disapproval by 4-H Agents of Jobs Performed and Not Performed by Their First-Year 4-H Leaders in Relationship to Number of Leaders Performing or Not Performing the Jobs

1. In general when jobs were done or not done by large numbers of leaders, those jobs were most numerous where there was the greatest agreement between leaders and agents concerning their performance.

D. Jobs with Relatively High Numbers of Leaders Performing Them and Low Percentages of Leaders Should (According To Their 4-H Agents) and Did of All Jobs Done[1]

1. The jobs which 100 or more of all leaders did and from 0 to 29 percent should have done as seen by their 4-H agents were:

    a. Local club organization and supervision

        1) Plan local 4-H events such as 4-H parties and achievement nights
        2) Enter exhibits at county fair

    b. Chores

        1) Transport 4-H members to and/or from local 4-H Club meetings
        2) Transport 4-H members to and/or from local 4-H Club events

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[1] Although in the interest of brevity only the findings for all leaders for this relationship are given here, it should be emphasized that the findings for the three major types of leaders which appear in the main body of the study (pp. 88 to 94) are really more important for 4-H agents and state leaders who are concerned with leadership matters.

3) Furnish food for local 4-H Club meetings
4) Furnish food for local 4-H Club events
5) Prepare food or help prepare food for local 4-H Club events
6) Transport projects to local 4-H Club events
7) Transport projects to county 4-H Club events
8) Transport projects to county fairs
9) Clean up place after community 4-H events
10) Clean up and/or arrange exhibit or judging area for members' project work at county fair or county achievement day
11) Provide food or other materials for county 4-H events or activities

c. Individual and Special Assistance

1) Do special work on a member's project that has possibility of winning an award
2) Actually do some of the project work in order to get it finished
3) Actually do some of the work on the project records in order to get them finished

d. Morale Building

1) Lead recreation in local 4-H meetings

2. The jobs listed above are the ones which 4-H agents and leaders should consider for better understanding as to whether they should be done. As might be expected, many of these jobs are also to be found in similar lists for the three types of leaders, i.e., organizational leaders with projects, assistant organizational leaders with projects, and project-only leaders.

E. Jobs with Relatively High Numbers of Leaders Not Performing Them and High Percentages of Leaders Should Have (According to Their 4-H Agents) and Did Not Perform Them of All Jobs Not Performed[1]

1. The jobs which 100 or more of all leaders did not perform and from 80 to 100 percent should have performed as seen by their 4-H agents were:

a. Teaching

1) Give demonstrations at local 4-H Club meetings

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[1] Although in the interest of brevity only the findings for all leaders for this relationship are given here, it should be emphasized that the findings for the three major types of leaders which appear in the main body of the study (pp. 94 to 102) are really more important for 4-H agents and state leaders who are concerned with leadership matters.

2) Train members to demonstrate
3) Train members to judge
4) Show or teach 4-H members how to fill out their project records in local 4-H Club meetings
5) Show or teach 4-H members how to fill out their project records individually
6) Show or teach 4-H members how to fill out their project records as a group
7) Discuss individually with 4-H members for whom leader is responsible which 4-H project they should carry
8) Discuss as a group with 4-H members for whom leader is responsible which 4-H project they should carry
9) Discuss individually with members their achievement at end of project year
10) Discuss as a group with 4-H members their achievement at end of the project year

b. Local Club Organization and Supervision

1) Persuade 4-H members to get their record books in on time
2) Attend local 4-H Club events
3) Chaperone local 4-H Club events
4) Serve on county-wide (or district-wide) 4-H committees of adults
5) Fill out forms the county extension office asks for
6) Have the club meet in leader's own home
7) Attend local 4-H Club meetings held outside of leader's own home

c. Representing 4-H and Promotional

1) Explain to parents what 4-H work is and what is expected of them

d. Individual and Special Assistance

1) Counsel older 4-H members on personal problems

e. Self Improvement[1]

1) Practice the giving of demonstrations before giving them at local 4-H Club meetings

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[1] It is possible that some of the self-improvement jobs which leaders failed to perform were not done because there was no opportunity for doing them, as for example, attending district leader training. Even though such opportunities were not available, the 4-H agents may have thought they should be.

2) Attend 4-H leader training meetings in the community
3) Attend 4-H district leader training
4) Attend county-wide 4-H leader training meetings
5) Attend 4-H leader association meetings
6) Go to county extension office for materials or help
7) Make telephone calls to county extension office for materials or help
8) Receive county extension worker in own home to discuss 4-H work

2. The jobs in the above list are the ones which 4-H agents and leaders should consider for a better understanding as to whether or not they should be done. As might be expected, a goodly number of these jobs are also to found in similar lists for the three types of leaders, i.e., organizational leaders with projects, assistant organizational leaders with projects and project-only leaders.

More Significant Findings With Interpretations

I. **Slightly more than four fifths of the 527 first-year leaders continued their leadership into a second year.**

Interpretation: This is an unusually high continuity of leadership. It is possible that to some extent the study itself may have influenced this result. However, the finding should give the 4-H agents a greater confidence in the ability of the 4-H program to hold its first-year leaders.

II. The analysis of factors relating to tenure, i.e., whether or not leaders continuing their leadership into a second year resulted in the discovery of only a limited number of statistically significant factors. The few significant factors were:

A. Size of club, with drop-outs most frequently connected with small clubs.

B. Number of other leaders associated with clubs, drop-outs most frequently in clubs with no other leaders.

C. Number of months served as a leader, with drop-outs most frequent for short period of service.

D. Number of months expected to serve as leader this year, with drop-outs most frequent for short period of service expected.

E. Received training at least at one county-wide meeting, with drop-outs being more frequent for those not receiving this kind of training.

F. Received any kind of training at least at one training meeting, with drop-outs being more frequent for those not receiving any kind of training.

Interpretation: These six significant relationships indicate approaches for dealing with the tenure problem of leaders. Size of club and number of leaders associated with clubs are practical matters to which attention can be given. The number of months leaders served and the number they expected to serve provide clues for attacking the problem of their continuity in 4-H work, although in the case of project leaders who are specialists in given fields, it may be unrealistic to anticipate their continuity. Certainly, receiving training should be a major concern of 4-H agents. The small number of factors significantly related to tenure which were discovered through the study indicates the need for further exploration. Incidental factors in the lives of leaders which the study failed to consider should be examined for their effects on tenure.

III. The general analysis of characteristics of all first-year 4-H leaders indicated the following significant relationships:

A. Ten of 16 personality factors showed significant differences between males and females.

B. Seven of 16 personality factors showed significant differences for places of residence.

C. When the 16 personality factors for male and female first-year 4-H leaders are related to these factors for males and females respectively in the general adult population, there are significant differences for males on eight factors and for females on ten factors, showing that in personality there is a considerable difference between 4-H leaders and the general population.

D. Types of leaders and sex are significantly related with males more often than females accepting organizational (with or without projects) leadership and less often assistant organizational (with or without projects) and project-only positions.

E. Types of leaders and number of months leader expected to serve are significantly related with leaders who expected to serve a short time more often being project-only leaders.

F. Sex of leaders and residence are significantly related with farm leaders having a somewhat higher percent of males than did either the rural nonfarm or urban leaders, or than all leaders, the opposite being true for female leaders.

G. Sex of leaders and percent of eligible (age) own children ever 4-H members are significantly related, with male leaders who have eligible (age) children more often having a larger percent of their own eligible (age) children ever 4-H members than female leaders.

H. Sex of leaders and seasonality of the club are significantly related, with males having a considerably higher percent serving summer or spring and summer clubs and females a considerably smaller percent serving them than was true for the other major seasonality class.

Interpretation: 4-H agents should be in a position to work more understandingly with their new leaders if they recognize that as males and females they differ on a number of personality factors from these two classes of the general adult population. Agents need to acquaint themselves with the factors on which they differ as a basis for being more alert about such factors as they work with first-year leaders. Likewise they can more effectively deal with their male and female first-year leaders if they are aware of important personality differences between the sexes. The same applies to the place of residence of the leaders. However, a word of warning is appropriate, i.e., that the use of the findings relative to personality differences of the first-year leaders should avoid the pitfall of stereotyping.

The fact that willingness to accept a particular type of leadership with a club is likely to be related to the number of months the leader thinks he is expected to serve or by the sex of the leader are clues for agents to follow. Indeed, the fact that place of residence, percent of eligible (age) own children ever 4-H members and seasonality of the club are related to, or may actually determine, whether a man or woman becomes a leader are clues by which agents can be guided in recruiting leaders.

IV. The evaluation by their 4-H agents of jobs performed and not performed by first-year 4-H leaders indicated the following significant relationships:

A. In general when jobs were done or not done by large numbers of leaders, those jobs were most numerous where there was greatest agreement between leaders and agents concerning their performance.

B. Lists of jobs with relatively large numbers of leaders performing them and low percentages who did and should have according to their 4-H agents as well as lists of jobs with relatively large numbers not performing them and high percentages who did not do them and should have according to their 4-H agents were developed in the study.

Interpretation: The problem of agreement between agents and leaders with respect to the performance of jobs is not too overwhelming in view of the fact that when jobs were done or not done by large numbers of leaders, those jobs were most numerous when there was greatest agreement between leaders and agents concerning their performance. In this connection the study provides classified lists of jobs for which large numbers of all leaders as well as five types either did or did not do them and which also fall respectively into the not extensively approved and extensively disapproved categories. These lists are the concrete material which 4-H agents and their leaders should consider in arriving at an understanding of the leader's total job.[1]

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[1] The lists can be found in this report or the supplement thereto.

STUDY OF FIRST-YEAR 4-H CLUB LEADERS IN NEW YORK STATE

Tenure, Characteristics of Leaders, and Evaluation Of Job Performance by 4-H Agents

Introduction

Initiation of Study

The possibilities for a study of the tenure of 4-H leaders in the Northeastern States was first discussed by the 4-H Club leaders from these states at the National 4-H Conference in June, 1958. Following this meeting, a preliminary proposal was presented by mail to the Northeastern 4-H Club state leaders for their further consideration. This proposal indicated that the study which was suggested grew out of a desire "to know why some of the leaders drop out of 4-H leadership, and why the others remain in, some for many years."

The preliminary proposal was next presented to Northeastern States Extension Directors at their fall meeting in 1958. The directors approved the preliminary proposal and the appointment of a steering committee for the study. Director H. O. Stuart of Rhode Island, Chairman of the Northeastern States Extension Directors, appointed the following committee:[1]

Frank D. Alexander, Study Specialist, Cornell University

Charlotte Conaway, Assistant State 4-H Club Leader, Maryland

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[1] Mylo Downey, Director of the Division of 4-H and Youth Development of the Federal Extension Service, was asked by Director Stuart to serve as a consultant to the Committee. Later Maurice Hill, Program Leader of the Division of 4-H and Youth Development of the Federal Extension Service, replaced Mr. Downey. Laurel Sabrosky, Extension Analyst with the Division of Extension Research and Training, FES, was asked by Director Stuart to serve as director of the study.

Kenneth Coombs, State 4-H Club Leader, Rhode Island

R. P. Davison, Director, Vermont Cooperative Extension Service[1]

Noreen Ray, Assistant State 4-H Club Leader, Connecticut

Marvin Boss, Assistant State 4-H Club Leader, Chairman, Massachusetts

The first meeting of the steering committee was held in New York City, May 21-22, 1959. At this meeting the following major decisions and announcements were made:

1. Purpose of the study: To determine the factors associated with dropouts and retention of first-year 4-H leaders.
2. Exploratory phases:
    a. Obtain a complete record of the number of all local 4-H Club leaders (for the 1959-60 club year) by years of service and sex from each state (if possible) in the Northeastern Region.
    b. Collect from 4-H staff members in each state opinions as to the factors affecting leadership tenure which should be studied.
    c. Conduct a limited number of exploratory interviews with present and former 4-H Club leaders in order to discover any unknown or unsuspected factors associated with the dropout of leaders.
3. Laurel Sabrosky, Extension Analyst, Division of Extension Research and Training, FES, has been requested by Director Stuart to serve as director of the study. Mylo Downey, Regional 4-H Club Representative, FES, has been requested by Director Stuart to serve as administrative liaison person.
4. The steering committee defined its role as that of advising and assisting in facilitating the conduct of the study in the various states.
5. The individual states will be responsible for collecting whatever data or information are required for the study.
6. Twelve states in the Northeastern Region will be invited to participate. Each state will be invited to participate in each particular step in the study. A state may choose to participate in each successive step without being committed to participate in the next step.

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[1] Replaced on the committee by Sam Gwinn, Director of Delaware Cooperative Extension Service.

7. The Director of Extension in each participating state will be asked to designate a contact person in his state whom the study director, the administrative liaison person, or the committee can contact to keep the state informed of developments relating to the study.

Preliminary Steps of Study

The first preliminary step of the study was a survey in the spring of 1960 by means of a mailed questionnaire, to ascertain the extent to which records of 4-H Club leaders were available in the files of the county extension offices (see Appendix A). The survey sought to find out if specific information, such as the names, sex, and tenure of local 4-H Club leaders could be obtained easily from the files for the purpose of carrying out the second preliminary step described in the next paragraph. The questionnaires for this first preliminary step were handled directly from Washington by the director of the study.

The second preliminary step of the study, namely, obtaining a complete record of the number of all local 4-H Club leaders for the 1959-60 club year by years of service and sex from each state in the Northeastern Region was carried out. This phase of the study was designed to provide a basis for sampling for the major operation of the study (see Appendix B for data collecting form).

The third preliminary phase of the study, namely, evaluation by state leader staffs (assisted in some instances by selected county agents) of tenure-related factors to be studied was carried out in January, 1959. This operation involved the reviewing by the state staffs of a list of possible leadership tenure factors which the staffs rated as to importance for inclusion in the questionnaire to be used in the major phase of the study. The data thus obtained provided guidance in selecting items for the questionnaire which was to be used in the principal phase of the study.

The fourth preliminary step, namely, conducting a limited number of exploratory interviews with present and former 4-H Club leaders to discover unknown or unsuspected factors associated with the dropout of leaders, was carried out in Maryland, Pennsylvania, Massachusetts and Vermont during the winter of 1959-60. These interviews provided suggestions for items to be included in the questionnaire that was to be used in the major phase of the study.

Plan for Conducting Final and Major Phase of Study

The director of the study distributed a plan for conducting the final and major phase of the study in February, 1961. Of the 12 Northeastern States, 11 agreed to participate in this final stage of the study. In summary, the plan was as follows:

A. General purpose: To ascertain what factors are related to first-year leaders' continuing in or dropping out of 4-H work.

B. Tentative hypotheses to be tested:

1. Kind of local club organization (project vs. community, short time vs. year-round, agent taking responsibility for teaching vs. leader having this responsibility, and residence classification of members) is related to the tenure of local 4-H leaders.
2. Projects carried by members are related to the tenure of local 4-H leaders.
3. Local leaders' concept of accomplishment in 4-H is related to his tenure.
4. What the local 4-H leader has done during the year is related to his tenure.
5. What the local 4-H leader enjoys doing is related to his tenure.
6. Consistency between what the local 4-H Club leader does and what he thinks a local leader ought to do is related to his tenure.
7. Personality of the local 4-H leader is related to his tenure.
8. Personality of the local 4-H leader is related to what he does as a leader.

9. Personality of the local 4-H leader is related to his concept of accomplishment in 4-H Club work.

10. The kind of training and information he receives is related to his tenure.

C. Data to be collected:

1. A questionnaire in pre-test form has been constructed and accompanies this statement of plan. When tested, the questionnaire will be reproduced by FES (see Appendix C for final questionnaire with the supplement used in New York State and the final definition of first-year leader used in all states).

2. A personality test also accompanies the plan, and each state will be expected to purchase the necessary copies.[1]

3. A year after the questionnaire and personality test are used, county extension workers will provide information relating to those leaders who stay in 4-H Club work, and those who drop out, with reasons for dropping out.

D. Sample:

1. One third of the counties in the Northeastern Region will comprise the sample for the study. These have been selected at random from alphabetical lists of the counties in each state. All first-year leaders in these counties will be included in the study. The number of leaders to be studied will be approximately 2,500.

2. Definitions of leaders: A 4-H Club local leader, is a leader or co-leader or assistant leader or project leader of a local (or in some cases, a county-wide) 4-H Club. He or she must not also be a 4-H member--that is, carry any 4-H project, not even junior leadership. Temporary project teachers[2] are not included, nor are sponsoring

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[1] The personality test which was used was the Sixteen Personality Factor Questionnaire, Form C, designed and constructed by R. B. Cattell, D. R. Saunders, and G. Stice, Institute for Personality and Ability Testing, 1602 Coronado Drive, Champaign, Illinois.

[2] Temporary project teachers (or leaders) are those who work with club members, teaching them how to do the project work, but who are not responsible for project enrollment, project records, project completions, or any other phase of the club member's club work.

committee members or persons who act as representatives of the county extension worker, or serve on advisory committees or councils but who are not actually responsible for a club, or some part of it.

3. Definition of tenure: The length of the "project year" for a 4-H Club is considered a "year" of tenure, although a person cannot be considered to have served more than one "year" of leadership within a 12-month period. Years as a "junior leader" cannot be counted. Years of 4-H leadership in another county or state should be counted if known.

E. When the data will be collected:

The data will be collected from first-year leaders as near the end of their 4-H Club project year in 1961 as possible. Those leaders who may have quit during the project year are to be included. In the summer and fall of 1962, the information from county extension workers concerning leaders who have dropped out and reasons therefore will be obtained.

F. How the data will be collected:

Although the data could be collected through personal interviews, it is suggested that the data be collected in specially called meetings of the first-year leaders. Those leaders who do not, or cannot attend these meetings will be contacted personally. It is recommended that two persons be assigned to the data collection. A state 4-H Club staff member, a county extension worker in another county, or other competent persons can collect the data, but this job should not be undertaken by an extension worker in his own county.

G. Responsibilities of the Federal Extension Service and the State Extension Services:

1. The Federal Extension Service will:

Develop and duplicate the questionnaire, and provide enough copies for each state to use for the regional study.

Provide states with information about how to order personality test materials.

Explain the administration of the study, and train, to the extent necessary, the contact person in each state.

Draw the sample of counties for the study, and send lists of names of counties drawn to the respective states.

Tabulate the data, score the tests, analyze the data, write the report, and as far as we know now, duplicate the report.

2. The State Extension Services will:

   Review the study plan and tentative questionnaire, and report extent of participation to the Federal Extension Service.

   Through the Regional 4-H Club Study Committee, pretest the questionnaire.

   Through the Regional 4-H Club Study Committee, try out the personality test on one local leader, per committee member.

   Be responsible for administering the study in the state:

   - Have county extension workers in participating counties prepare a list of first-year leaders in the 4-H project year of 1960-61 ready before the first interviewing starts.
   - Decide who will collect the data.
   - Pay the expenses of persons collecting the data. For those not on the extension staff, this will cost, roughtly, $1.25 an hour, plus mileage and other expenses; or $10 a day, plus mileage. The Census Bureau pays about $1.60 an hour plus travel, but their average included areas with much higher labor costs than in many of the rural areas included in this study.
   - Buy the personality test materials.
   - See that the data are collected.
   - Send completed questionnaires and tests to the Federal Extension Service.
   - Inform county extension workers in participating counties of the need for keeping informed about dropped-out leaders who were in only during 1960-61, so that they can report on "can't help" reasons in the summer and fall of 1962.
   - Assist with and participate in regional conferences on use of data.

H. Summary of (preliminary) sample numbers by states. (The plan actually carried the number of first-year leaders in each county.)[1]

State	Estimated no. of first-year local leaders
Connecticut	173
Delaware	28
Maine	49
Maryland	80
Massachusetts	164
New Hampshire	126
New Jersey	195
New York	557
Pennsylvania	398
Rhode Island	19
Vermont	128
West Virginia	869
Total	2786

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[1] Maine did not participate in the final stage of the study, i.e., the administration of questionnaires and personality tests to the first-year 4-H leaders. According to A Report of a Study To Determine Factors Associated with the Tenure of First-Year Local 4-H Club Leaders, 1961-62 in 11 Northeastern States by Laurel K. Sabrosky, Division of Extension Research and Training, FES, July, 1964:

> "The (final) sample--all of the first-year leaders in one-fourth of the counties having Extension work in the 11 States--was drawn in the Federal Extension office, and sent to the States to be followed exactly. This sample should have provided about 2,000 first-year local 4-H Club leaders. However, difficulty in contacting leaders, especially those who had withdrawn from 4-H Club leadership early in the year, caused this number to be reduced. It is quite obvious that some of the leaders who stayed in 4-H Club leadership were also missed. Although it was hoped that most of the leaders could be contacted in meetings, it was found that in some States the leaders would not or could not attend meetings. This made personal interviewing necessary. Although a few leaders refused to fill out the personality test, most of them did so, and many enjoyed it. Complete, useable personality tests were obtained from about 1,590 first-year local 4-H Club leaders. About 20 additional tests were incomplete, but useable for some of the factors."

With some variation from state to state, the general plan as outlined by the director was carried out.

The New York State Study

Introduction

Since 19 counties in New York State, or 35 percent of the 54 counties in the state which had 4-H Club programs, were in the original sample of counties, and since these counties had, according to the study director's plan, approximately 557 first-year leaders, a state study was a possibility.

In planning for this study, it was decided to add a facet which would give more meaning to the findings from the leaders' questionnaires. The leader's questionnaire was primarily concerned with ascertaining what jobs the leader did, whether or not he enjoyed the jobs he did, and finally whether or not he felt he should do these jobs. Using the same list of jobs to which the leaders were asked to react, a questionnaire was prepared which sought to obtain from one 4-H agent in each of the 19 counties, their perception of these jobs as they applied to five types of leaders, i.e., leaders responsible for organization only, organizational leaders who are also responsible for projects, assistant leaders responsible for organization only, assistant organizational leaders who are also responsible for projects, and leaders responsible for projects only. This questionnaire was administered to the head 4-H agent in 18 of the 19 counties and to an assistant agent in the nineteenth county because the head agent had been in that county for a very short time and the assistant was present during the year in which the study of first-year leaders was conducted. All 18 of the head agents were in their respective counties during the year in which the first-year leaders were studied. The agents' perceptions of whether the five types of leaders should or should not do the jobs listed were then related to whether or not the leaders in the respective counties did these jobs (see Appendix D for questionnaire).

Beside the added facet relating to 4-H agents, in New York State a supplementary section which asked for additional personal data on the leaders was attached to the regional questionnaire.

The administration of the leader's questionnaire and personality test in New York State was initiated in each of the 19 counties in group meetings of first-year leaders. Since it was anticipated that some leaders could not attend these meetings, interviewers were employed in advance of the county meetings to contact and administer individually the two instruments to those leaders who failed to attend. These interviewers were asked to attend the group meetings. Thus, they were well trained for interviewing the leaders who had to be contacted individually. Actually, the numbers attending the group meetings which were held in August and September were small, so that in most of the counties a fairly large number of leaders had to be contacted individually.

The original estimate of leaders to be included in the regional study was 557. When the lists of first-year leaders were obtained from the 19 counties, there were 616 names. Nine of these were later found not to be first-year leaders. The final number who qualified as first-year leaders is given in Table 1 by counties. In addition, the number from whom both a questionnaire and personality test were obtained, the number who were reported as stay-ins for a second year of leadership and the number who dropped out or discontinued because of death, moving out of the county, or ill health are presented.

Objectives of New York Study

The first objective of the New York study was to ascertain what factors are related to first-year 4-H leaders' continuing in (stay-ins) or dropping out (drop-outs) of 4-H work. Following a presentation of the major characteristics of the first-year 4-H leaders, the study focuses on the first objective. The data for this part of the study were obtained from questionnaires administered to first-year 4-H leaders in the late summer and fall of 1961, from personality tests taken by the leaders at the same time, from a list of the same leaders checked by 4-H agents in 1962 on continuity in club work into a second year, and from questionnaires administered to 4-H agents in the fall of 1962.

The analysis of the data relating to the first objective of the study is presented under four headings: 1) relationship to tenure of personal characteristics of the first-year 4-H leaders, 2) relationship to tenure of first-year 4-H leaders' characteristics attributable to their club association, 3) relationship to tenure of first-year 4-H leaders' characteristics associated with the training they received, and 4) relationship to tenure of total agreement of first-year 4-H leaders and their 4-H agents on performance of leaders' jobs.[1]

Since a considerable amount of the data was obtained on the first-year 4-H leaders, a second objective of the study was to analyze the entire sample of first-year 4-H leaders with respect to 1) relationship of personality factors of leaders to age, sex, and residence of the leaders, and personality factors of the male and female general adult population; 2) relationship of selected personal characteristics of leaders to other selected characteristics of these leaders; 3) relationship of personality factors of first-year 4-H leaders to agreement with their 4-H agents in respect to the performance of jobs, and 4) evaluation

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[1] The 4-H leader's questionnaire asked for reactions of leaders to jobs in terms of 1) did or did not do, 2) if done, extent of enjoyment, and 3) whether or not leader should do. Only the leaders' answers to did or did not do jobs are used in this study.

Table 1. Number of 4-H Leaders by Sample Counties: i.e., Those Eligible for the Study, Those From Whom Questionnaires and Personality Tests Were Obtained, Those Continuing into Second Year of Leadership, Those Dropping Out After First Year, and Those Discontinuing Because of Death, Moving from County, or Ill Health

County	Total number of first-year leaders listed as eligible for the study	Number of leaders from whom both questionnaires & personality tests were obtained	Number who continued into second year of leadership (stay-ins)	Number who dropped out for second year (drop-outs)	Number who discontinued because of death, moving from county or ill health
Allegany	26	24	20	3	1
Cayuga	38	31	21	5	5
Chenango	32	30	28	2	-
Cortland	17	14	11	3	-
Erie	50	49	41	7	1
Fulton	18	17	17	-	-
Herkimer	17	16	11	4	1
Livingston	32	30	26	4	-
Montgomery	35	31	26	4	1
Niagara	68	47	43	4	-
Orange	44	39	27	12	-
Otsego	42	34	29	5	-
Rockland	11	7	6	1	-
Schenectady	43	43	40	3	-
Seneca	18	10	7	3	-
Sullivan	13	13	10	2	1
Ulster	20	18	11	6	1
Wayne	60	54	43	10	1
Yates	23	20	17	3	-
Total	607	527	434	81	12

by their 4-H agents of jobs performed and not performed by first-year 4-H leaders. The data used for this part of the study were obtained from the same sources as those used in the first part of the study.

Major Characteristics of the Sample of First-Year 4-H Leaders

The major characteristics of the sample of 527 first-year 4-H leaders are presented in Table 2. The important aspects of these characteristics are given in the following summary:

Age--Almost half of the leaders were in the 30-39 age group.

Sex--Almost three fourths of the leaders were females.

Place of residence--Almost two fifths of the leaders resided on farms; slightly over two fifths were rural nonfarm dwellers, and less than one fifth were urban.

Educational level--Almost four fifths of the leaders were at least high school graduates, but a little over half or these had completed high school only. A little over one third of the total had gone beyond high school.

Types of leaders--Two fifths of the leaders were organizational leaders with project responsibilities; less than a third were assistant organizational leaders with projects; less than a third were project-only leaders; the remaining few (17 leaders) were either organizational-only or assistant organizational-only leaders.

Tenure of leaders--Slightly more than four fifths of the first-year leaders continued their leadership into a second year.

Number of years leader was a 4-H Club member--Almost two thirds of the leaders had never been 4-H Club members. On the other hand, one fifth had been members for four or more years.

Any of own children in leader's club--Slightly over four fifths of the leaders had their own children in their clubs.

Eligible (age) own children ever 4-H Club members--Almost two thirds of all leaders reporting including those with no eligible children, had at some time had all of their eligible (based on age) children in 4-H Clubs. If only the 412 leaders with eligible children are considered, three fourths of them had at some time had all of their eligible children in 4-H Clubs.[1]

Number of months served first year--Almost two thirds of the leaders served from nine to 12 months.

Number of months expected to serve--Three fourths of the leaders expected to serve from nine to 12 months when they accepted their leadership roles.

Number of club and/or project meetings attended--A little over one half of the leaders had attended 10 or more club and/or project meetings.

Number of other leaders in club--Slightly over nine tenths of the leaders were associated with clubs which had at least one other leader.

Number of members in leader's club--Almost two fifths of the leaders had clubs with memberships from 11 to 20, and slightly over one third had clubs with ten or less members. Only one fourth were leaders of clubs with 21 or more members.

Age of leaders' clubs in years--Almost half of the leaders served clubs which were one year or less in age. Only one fourth of the leaders were connected with clubs which had existed for six or more years.

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[1] The questionnaire left it to each leader to indicate the number of his or her children too young to be 4-H members. The remainder of his or her children was the number who were considered eligible for 4-H membership.

Seasonality of leaders' club activity--Nine tenths of the leaders were associated with clubs which operated for approximately 11 months.

Table 2

Major Characteristics of First-Year 4-H Leaders

Characteristics	Number of leaders	Percent of total
Age		
Under 30	62	12
30 - 39	246	49
40 +	201	39
Total	509	100
Sex		
Male	141	27
Female	386	73
Total	527	100
Place of residence		
Farm	207	40
Rural nonfarm	227	43
Urban	87	17
Total	521	100
Educational level		
Grade school	19	4
Some high school	88	17
High school graduates	222	43
Some college	70	13
College graduate	50	10
Other (professional in addition to high school)	49	9
College & other (professional or graduate)	11	2
Some college and other	10	2
Total	519	100

Characteristics	Number of leaders	Percent of total
Types of leaders		
Organizational-only leaders	6	1
Organizational leaders with project responsibilities	212	40
Assistant organizational-only leaders	11	2
Assistant organizational leaders with project responsibilities	142	27
Project-only leaders	156	30
Total	527	100
Tenure of leaders		
Stayed in second year	434	83
Dropped out at end of first year	81	15
Impossible to stay in (moved from county, illness or death)	12	2
Total	527	100
Number of years leader was 4-H Club member		
Never	328	62
One year	47	9
Two years	24	5
Three years	22	4
Four or more years	102	20
Total	523	100
Any of own children in leader's club		
Yes	423	83
No	87	17
Total	510	100
Percent of eligible (age)[a] own children ever 4-H Club members		
0 - 49	33	7
50 - 99	70	14
100	309	64
No eligible children	73	15
Total	485	100

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[a] Throughout the study the number of eligible children is the total number of each leader's children minus the number which the leader at the time of answering the questionnaire considered too young to be a member.

Characteristics	Number of leaders	Percent of total
Number of months served first year		
0 - 4	68	14
5 - 8	118	24
9 - 12	306	62
Total	492	100
Number of months expected to serve first year		
0 - 4	48	10
5 - 8	73	15
9 - 12	361	75
Total	482	100
Number of club and/or project meetings attended		
0	26	5
1 - 4	93	19
5 - 9	100	20
10 +	280	56
Total	499	100
Number of other leaders in club		
None	44	9
1 - 5	382	77
6 - 10	71	14
Total	497	100
Number of members in leaders' clubs		
10 or less	178	36
11 - 20	191	39
21 +	126	25
Total	495	100
Age of leaders' clubs in years		
1 or less	248	47
2 - 3	85	16
4 - 5	62	12
6 - 26	131	25
Total	526	100

Characteristics	Number of leaders	Percent of total
Seasonality of leaders' club activity		
School months	1	0
Summer months	8	2
11 months	472	90
Spring and summer essentially	46	8
Total	527	100

Analysis of Factors Relating to Tenure[1]

Relationship to Tenure of Personal Characteristics of First-Year 4-H Leaders

Of the 527 first-year leaders from whom questionnaires and personality tests were obtained, 434, or 83 percent continued into a second year of leadership, 81, or 15 percent dropped out of 4-H work, and 12, or 2 percent were omitted from the tenure analysis because of death, moving from county, or ill health.[2] Eight hypotheses relating personal characteristics to continuity of leadership from the first to second year were tested. These hypotheses were:

1. The sex of the first-year 4-H leader is related to whether or not leadership is continued into a second year.
2. The age of the first-year 4-H leader is related to whether or not leadership is continued into a second year.

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[1] Throughout this analysis of factors relating to tenure there is an underlying assumption that the factors considered may have had an influence (cause) on first-year 4-H leaders continuing or not continuing into a second year of leadership.

[2] This part of the study which deals with tenure includes the 434 leaders who continued their leadership into a second year plus the 81 who dropped out at end of the first year.

3. The educational level (number of years attended school) of the first-year 4-H leader is related to whether or not leadership is continued into a second year.
4. The place of residence of the first-year 4-H leader is related to whether or not leadership is continued into a second year.
5. The number of years the first-year 4-H leader had been a 4-H member is related to whether or not leadership is continued into a second year.
6. The presence of the first-year leader's own children in his or her 4-H Club is related to whether or not leadership is continued into a second year.
7. The percent of the first-year 4-H leaders' own eligible (age) children who have been 4-H members is related to whether or not leadership is continued into a second year.
8. The personality factors (16 factors as measured by IPAT - 16 P.F. - Form C) of the first-year 4-H leaders is related to whether or not leadership is continued into a second year.

None of the first seven hypotheses were supported when the relationships were tested by X^2 (Table 3),[1] and the eighth one was not supported when tested by analysis of variance (F test).

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[1] Throughout the study, the significance level is taken at .05 or less using the two-tail test.

Table 3

Relationship of Personal Characteristics of First-Year 4-H Leaders to Continuity of Leadership for a Second Year

Personal Characteristics		Stay-ins	Drop-outs	Total	Significance of X^2 at .05 level[a]
1. Sex - - - - - - - - - - - - - - - - - -					NS$_2$($P \leq .80$) $X^2 = .108$ d.f. = 1
Male	- No.	118	20	138	
	- %	86	14	100	
Female	- No.	316	61	377	
	- %	84	16	100	
Total	- No.	434	81	515	
	- %	84	16	100	
2. Age - - - - - - - - - - - - - - - - - -					NS$_2$($P \leq .30$) $X^2 = 2.485$ d.f. = 2
Under 30	- No.	46	11	57	
	- %	81	19	100	
30 - 39	- No.	200	42	242	
	- %	83	17	100	
40 +	- No.	172	26	198	
	- %	87	13	100	
Total	- No.	418	79	497	
	- %	84	16	100	
3. Education - yrs. of school - - - - - - - - - -					NS$_2$($P=1$) $X^2 = 0$ d.f. = 2
Under 12 yrs.	- No.	88	18	106	
	- %	83	17	100	
12 years	- No.	184	33	217	
	- %	85	15	100	
Above 12	- No.	157	27	184	
	- %	85	15	100	
Total	- No.	429	78	507	
	- %	85	15	100	

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[a] S = significant because at .05 level or less; NS = not significant because not at .05 level or less; P in parentheses is the actual probability level of each X^2. All X^2's in this table with d.f. = 1, are corrected for continuity. (See Appendix E for X^2 formula and correctional formula.)

Personal Characteristics		Stay-ins	Drop-outs	Total	Significance of X^2 at .05 level
4. Place of residence					NS (P<.30) X^2 = 3.054 d.f. = 2
Farm	- No.	178	26	204	
	- %	87	13	100	
Rural nonfarm	- No.	198	45	243	
	- %	81	19	100	
Urban	- No.	52	10	62	
	- %	84	16	100	
Total	- No.	428	81	509	
	- %	84	16	100	
5. No. yrs. leader 4-H member					NS (P<.90) X^2 = 1.533 d.f. = 4
Never	- No.	271	52	323	
	- %	84	16	100	
1 year	- No.	37	9	46	
	- %	80	20	100	
2 years	- No.	20	4	24	
	- %	83	17	100	
3 years	- No.	18	3	21	
	- %	86	14	100	
4 years	- No.	86	11	97	
	- %	89	11	100	
Total	- No.	432	79	511	
	- %	85	15	100	
6. Own children in club					NS (P<.20) X^2 = 2.627 d.f. = 1
Yes	- No.	358	59	417	
	- %	86	14	100	
No	- No.	64	18	82	
	- %	78	22	100	
Total	- No.	422	77	499	
	- %	85	15	100	

Personal Characteristics		Stay-ins	Drop-outs	Total	Significance of X^2 at .05 level
7. Percent of own eligible (age)[a] children ever 4-H members					NS ($P < .90$) X^2 = .407 d.f. = 2
0 - 49%	- No.	28	5	33	
	- %	85	15	100	
50 - 99%	- No.	60	9	69	
	- %	87	13	100	
100%	- No.	259	46	305	
	- %	85	15	100	
Total	- No.	347	60	407	
	- %	85	15	100	

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[a] Includes only those leaders who had eligible (age) children.

Personal Characteristics	Stay-ins	Drop-outs	Significance of F at .05 level[a]
8. Personality factors[b]	Sten Scores[c] (Means)	Sten Scores (Means)	
A - aloof vs. outgoing	4.9	5.1	NS
B - low general ability vs. high general ability	5.7	5.6	NS
C - emotional vs. mature	5.5	5.4	NS
E - submissive vs. dominant	4.8	4.8	NS
F - glum vs. enthusiastic	5.3	5.1	NS
G - casual vs. conscientious	5.9	5.5	NS
H - timid vs. adventurous	5.1	5.0	NS
I - tough vs. sensitive	6.0	6.0	NS
L - trustful vs. suspecting	5.5	5.7	NS
M - conventional vs. eccentric	4.6	4.7	NS
N - simple vs. sophisticated	5.3	5.6	NS
O - confident vs. insecure	6.1	6.3	NS
Q_1 - conservative vs. experimenting	5.3	5.0	NS
Q_2 - dependent vs. self-sufficient	5.5	5.8	NS
Q_3 - lax vs. controlled	5.6	5.8	NS
Q_4 - stable vs. tense	5.7	5.9	NS

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[a] See Appendix E for formula used to obtain F.

[b] See Appendix F for detailed description of personality factors.

[c] With one exception, the raw scores of first-year 4-H leaders on the Sixteen Personality Factor Questionnaire (or test), Form C, have been converted to stens for the general population of men and women combined. The exception occurs in Table 10, page 64, where raw scores of the male and female leaders have been converted to stens for males and for females of the general population. Sten scores are distributed over 10 equal-interval standard score points, from 1 through 10, with the population average (or mean) fixed at 5.5. To convert raw scores to standard norm sten scores it is necessary to have norm tables. These norm tables for the Sixteen Personality Factor Questionnaire (or test), Form C, are available in the Handbook Supplement for Form C of the Sixteen Personality Factor Questionnaire, "The 16 P.F. Test," published by the Institute for Personality Testing, 1602-04 Coronado Drive, Champaign, Illinois, Second Edition, 1962. The sten scores for item 8 in the above table were derived from Table 2, p. 11 of this publication.

Relationship to Tenure of First-Year 4-H Leaders' Characteristics Attributable to Their Club Association

The relationship to tenure of nine first-year 4-H leaders' characteristics which could be attributed to them from their club connections were examined in terms of the following hypotheses:

1. The type of leadership[1] of the first-year 4-H leader is related to whether or not leadership is continued into a second year.
2. The size of the club with which the first-year 4-H leader is associated is related to whether or not leadership is continued into a second year.
3. The age of the club with which the first-year 4-H leader is associated is related to whether or not leadership is continued into a second year.
4. The seasonality of the club with which the first-year leader is associated is related to whether or not leadership is continued into a second year.
5. The number of other leaders in the club with which the first-year 4-H leader is associated is related to whether or not leadership is continued into a second year.
6. The number of months which the first-year leader served the club with which associated is related to whether or not leadership is continued into a second year.
7. The number of months which the first-year 4-H leader expected to serve the club with which associated is related to whether or not leadership is continued into a second year.

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[1] Includes the following types: (1) organizational-only leaders, (2) organizational leaders with projects, (3) assistant organizational-only leaders, (4) assistant organizational leaders with projects, and (5) project-only leaders.

8. The number of local club and/or project meetings attended by the first-year leader is related to whether or not leadership is continued into a second year.
9. The number of projects carried by first-year leaders who have project responsibilities is related to whether or not leadership is continued into a second year.

When the relationships stated in the foregoing hypotheses were tested by X^2, only four of the nine were significant at the .05 level or less (Table 4). For none of the four hypotheses, however, was the degree of association as shown by T high. The four hypotheses which were supported dealt with size of club, number of other leaders, number of months served as leader and number of months expected to serve as leader. The first-year leaders associated with clubs having the smallest memberships (10 or less) were the ones having the largest percent discontinuing leadership. The smallest percent discontinuing leadership were the leaders associated with clubs having the largest memberships (21+). The first-year leaders associated with clubs having no other leaders were the group having the largest percent discontinuing leadership into the second year. The smallest percent discontinuing leadership was in the group of leaders associated with clubs having the largest number of other leaders (6-10). The first-year leaders who served a short period of time (0-4 months) were the group having the largest percent of drop-outs. The smallest percent discontinuing leadership was in the group who served the longest period of time (9-12 months).[1] The first-year leaders who expected to serve the club a short period (0-4 months) were the group having the largest percent discontinuing leadership after the first year. The smallest percent discontinuing leadership was in the group of leaders expecting to serve the longest period of time (9-12 months).[2]

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[1] The project-only leaders are the type of leaders who contribute most to the group of leaders serving a short period of time.

[2] The project-only leaders are the type of leaders who contribute most to the group of leaders expecting to serve a short period of time.

Table 4

Relationship of First-Year 4-H Leaders' Characteristics Attributable to Connections With 4-H Clubs to Continuity Of Leadership Into a Second Year

Characteristics relating to leaders' clubs		Stay-ins	Drop-outs	Total	Significance of X^2 at .05 level[a]
1. Type of leadership[b] - - - - - - - - - - - - - -					NS (P < .50) X^2 = 4.635 d.f. = 4
Organizational-only leader	- No.	4	2	6	
	- %	67	33	100	
Organizational leader with project	- No.	174	32	206	
	- %	84	16	100	
Assistant organizational-only leader	- No.	8	3	11	
	- %	73	27	100	
Assistant organizational leader with projects	- No.	112	25	137	
	- %	82	18	100	
Project-only leader	- No.	136	19	155	
	- %	88	12	100	
Total	- No.	434	81	515	
	- %	84	16	100	

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[a] S = significant because at .05 level or less; NS = not significant because not at .05 level or less; P in parenthesis is the actual probability level of each X^2.

[b] Although the numbers of organizational-only and assistant organizational-only leaders are relatively small, these two categories were retained in this test of relationships so that a complete picture of types of leaders in relationship to tenure would be presented.

Characteristics relating to leaders' clubs		Stay-ins	Drop-outs	Total	Significance of X^2 at .05 level
2. Size of leaders' clubs					S (P $<$ 001) X^2 = 16.975 d.f. = 2 T = .16[a]
10 members or less	- No.	135	40	175	
	- %	77	23	100	Drop-outs most frequently associated with small clubs
11 - 20 members	- No.	163	25	188	
	- %	87	13	100	
21 members +	- No.	115	7	122	
	- %	94	6	100	
Total	- No.	413	72	485	
	- %	85	15	100	
3. Age of leaders' clubs					NS (P $<$ 50) X^2 = 3.598 d.f. = 3
1 year or less	- No.	206	34	240	
	- %	86	14	100	
2 - 3 years	- No.	65	18	83	
	- %	78	22	100	
4 - 5 years	- No.	50	11	61	
	- %	82	18	100	
6 years +	- No.	113	17	130	
	- %	87	13	100	
Total	- No.	434	80	514	
	- %	84	16	100	

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[a] The upper limit of T for a 2 x 2-cell table is .707. As the number of cells in a table increases, the upper limit of this coefficient increases and for a 5 x 5-cell table is .894. See Appendix E for formula used in calculating T.

Erratum - p. 43

Footnote (a)--Delete the first two sentences of the footnote.

Characteristics relating to leaders' clubs		Stay-ins	Drop-outs	Total	Significance of X^2 at .05 level
4. Seasonality of leaders' clubs - - - - - - - - -					NS, $(P < 50)$ $X^2 = 1.044$ d.f. = 1
Spring and summer or summer only	- No.	46	5	51	
	- %	90	10	100	
Year around (or 11 months)	- No.	388	76	464	
	- %	84	16	100	
Total	- No.	434	81	515	
	- %	84	16	100	
5. Number of other leaders associated with club - - - - - - - - - - - - - -					S,$(P < 001)$ $X^2 = 17.46$ d.f. = 2 T = .16
None	- No.	28	14	42	
	- %	67	33	100	
1 - 5	- No.	314	58	372	Drop-outs most frequently in clubs with no other leaders
	- %	84	16	100	
6 - 10	- No.	68	3	71	
	- %	96	4	100	
Total	- No.	410	75	485	
	- %	85	15	100	
6. Number of months served this year - - - - - - - - - - - - - - - - - -					S,$(P < 05)$ $X^2 = 6.279$ d.f. = 2 T = .10
0 - 4	- No.	54	14	68	
	- %	79	21	100	
5 - 8	- No.	92	21	113	Drop-outs most frequent for short periods of service
	- %	81	19	100	
9 - 12	- No.	268	34	302	
	- %	89	11	100	
Total	- No.	414	69	483	
	- %	86	14	100	

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[a] X^2 is corrected for continuity.

Characteristics relating to leaders' clubs		Stay-ins	Drop-outs	Total	Significance of X^2 at .05 level
7. Number of months expected to serve this year					S $(P < 02)$ $X^2 = 8.007$
0 - 4	- No.	35	13	48	d.f. = 2
	- %	73	27	100	T = .11
5 - 8	- No.	62	8	70	Drop-outs most frequent for short period of service expected
	- %	89	11	100	
9 - 12	- No.	309	44	353	
	- %	88	12	100	
Total	- No.	406	65	471	
	- %	86	14	100	
8. Number of local club and/or project meetings attended					NS $(P < .20)$ $X^2 = 4.88$
None	- No.	16	7	23	d.f. = 3
	- %	70	30	100	
1 - 4	- No.	80	12	92	
	- %	87	13	100	
5 - 9	- No.	82	18	100	
	- %	82	18	100	
10 +	- No.	235	38	273	
	- %	86	14	100	
Total	- No.	413	75	488	
	- %	85	15	100	

Characteristics relating to leaders' clubs		Stay-ins	Drop-outs	Total	Significance of X^2 at .05 level
9. Number of projects carried by leaders responsible for projects[a]		- - - - -	- - - - -	- - - - -	NS_2 $(P<.20)$ $X^2 = 3.832$
1 - 2	- No.	330	64	394	d.f. = 2
	- %	84	16	100	
3 - 4	- No.	64	6	70	
	- %	91	9	100	
5 - 9	- No.	14	1	15	
	- %	93	7	100	
Total	- No.	408	71	479	
	- %	85	15	100	

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[a] Includes only the three types of leaders who had project responsibilities.

Relationship to Tenure of First-Year 4-H Leaders' Characteristics Associated with the Training They Received[1]

Four indices of the training of the first-year 4-H leaders were examined in terms of the following hypotheses:

1. The first-year 4-H leader's receiving training at least at one county-wide leader training meeting is

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[1] Since the leader's questionnaire provided no opportunity for the respondent to indicate that he did not have an opportunity to attend the various kinds of training listed in the questionnaire, the words received or receiving have been used in place of attended or attending at this point in the text and also in Table 5. It was thought that received emphasized less the volition of the leader with respect to training. Not receiving training includes both failure to attend or no opportunity to do so. In subsequent lists of jobs the word attend has been used as it appeared in the leader's questionnaire.

related to whether or not leadership is continued into a second year.

2. The first-year 4-H leader's receiving training at least at one district (part of county) leader training meeting is related to whether or not leadership is continued into a second year.
3. The first-year 4-H leader's receiving training at least at one community leader training meeting is related to whether or not leadership is continued into a second year.
4. The first-year 4-H leader's receiving training at least at one leader training meeting outside of county is related to whether or not leadership is continued into a second year.
5. The first-year 4-H leader's receiving training at least at one leader training meeting of any kind is related to whether or not leadership is continued into a second year.

When the relationships stated in the foregoing hypotheses were tested by X^2, only two of the five were significant at the .05 level or less (Table 5). For neither of these two hypotheses, however, was the degree of association as shown by T high. One of the two hypotheses supported by the test is Number 1. The first-year 4-H leaders who had not received any training at county-wide leader training meetings had a larger percent of drop-outs compared to the group who had received training at least at one county-wide leader training meeting. Although the extent to which first-year leaders in the sample had an opportunity to attend a county-wide training meeting is unknown, such training meetings are thought to be the most prevalent type in New York State.

Number 5 is the other hypotheses which is supported by the X^2 test. In this case, all four types of training were combined to ascertain the number of stay-ins and drop-outs who had received training at least at one training meeting of any kind. The first-year 4-H leaders who had not received training of any kind had a much larger percent who dropped out than those receiving some training.

Table 5

Relationship of Training Received by First-Year 4-H Leaders to Continuity of Leadership for a Second Year

Characteristics relating to training		Stay-ins	Drop-outs	Total	Significance of X^2 at .05 level[a]
1. Received training at least at one county-wide leader training meeting - - - - - - - - - - - - - - -					S, (P<.01) X^2 = 6.852
Yes	- No.	151	16	167	d.f. = 1
	- %	90	10	100	T = .12
No	- No.	271	64	335	Drop-outs more frequent for those not receiving
	- %	81	19	100	
Total	- No.	422	80	502	
	- %	84	16	100	
2. Received training at least at one district (part of county) leader training meeting - - - - - - - - - - -					NS, (P<.90) X^2 = .034
Yes	- No.	54	10	64	d.f. = 1
	- %	84	16	100	
No	- No.	362	67	429	
	- %	84	16	100	
Total	- No.	416	77	493	
	- %	84	16	100	

[a] S = significant because at .05 level or less; NS = not significant because not at .05 level or less; P in parentheses is the actual probability level of each X^2. All X^2's with d.f. = 1 are corrected for continuity.

Characteristics relating to training		Stay-ins	Drop-outs	Total	Significance of X^2 at .05 level
3. Received training at least at one community leader training meeting					NS (P $<$ .70) $X^2 = .169$
Yes	- No.	131	22	153	d.f. = 1
	- %	86	14	100	
No	- No.	298	58	356	
	- %	84	16	100	
Total	- No.	429	80	509	
	- %	84	16	100	
4. Received training at least at one leader training meeting outside of county					NS (P $<$ .20) $X^2 = 2.465$
Yes	- No.	27	1	28	d.f. = 1
	- %	96	4	100	
No	- No.	391	78	469	
	- %	83	17	100	
Total	- No.	418	79	497	
	- %	84	16	100	
5. Received any kind of training at least at one training meeting					S (P $<$ .01) $X^2 = 9.499$
Yes	- No.	259	33	292	d.f. = 1 T = .[illegible]
	- %	89	11	100	
No	- No.	173	48	221	Drop-outs more frequent for those not receiving
	- %	78	22	100	
Total	- No.	432	81	513	
	- %	84	16	100	

Relationship to Tenure of Total Agreement of First-Year 4-H Leaders and Their 4-H Agents on Performance of Leaders' Jobs

For all leaders and for each of five types of 4-H leaders the 4-H agents in their respective counties indicated for the 97 jobs in the leader's questionnaire whether or not each type of leader should or should not do each job.[1] These positive and negative designations of jobs were then related to the leader's indication in his questionnaire as to whether he did or did not do the job. The number of jobs that the leader did and the agent said he should do plus the number that he did not do and the agent said he should not do were taken as a percent of all 97 jobs.[2] The percentages thus obtained provide indices of the degree to which leaders and their 4-H agents agree on the jobs which the latter performed or did not perform and which the agents thought they should or should not perform.

The hypotheses which were tested were:[3]

1. The percent of agreement between all first-year 4-H leaders and their respective 4-H agents on the performance of leaders' jobs is related to whether or not leadership is continued into a second year.
2. The percent of agreement between first-year 4-H leaders who are organizational leaders with and without projects and their respective 4-H agents on the performance of leaders' jobs is related to whether or not leadership is continued into a second year.

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[1] Frank D. Alexander, Study of First-Year 4-H Leaders in a Sample of Counties of New York State: 1960-1961, Supplement to Extension Study No. 12, Office of Extension Studies, New York Extension Service, State Colleges of Agriculture and Home Economics, Units of the State University at Cornell University, Ithaca, New York, March, 1966.

[2] This number was not always 97 because there was no information for some jobs in the leaders' questionnaires.

[3] No hypotheses were tested for organizational-only leaders of whom there were only six or for assistant organizational-only leaders of whom there were only 11.

3. The percent of agreement between first-year 4-H leaders who are assistant organizational leaders with and without projects and their respective 4-H agents on the performance of leaders' jobs is related to whether or not leadership is continued into a second year.
4. The percent of agreement between first-year 4-H leaders who are project-only leaders and their respective 4-H agents on the performance of leaders' jobs is related to whether or not leadership is continued into a second year.

When the relationships stated in the foregoing hypotheses were tested by X^2, none were significant at the .05 level or less (Table 6).

Table 6

Relationship of Agreement Between First-Year 4-H Leaders And Their 4-H Agents on Leaders' Jobs to Continuity of Leadership Into a Second Year for Total and Three Types[a] of Leaders

Agreement between 4-H leaders and 4-H agents on leaders' jobs		Stay-ins	Drop-outs	Total	Significance of X^2 at .05 level[b]
1. All leaders--percent of agreement on jobs - - - - - - - - - - - - - -					NS ($P < .50$) $X^2 = 2.060$
20 - 39	- No.	25	8	33	d.f. = 2
	- %	76	24	100	
40 - 59	- No.	312	55	367	
	- %	85	15	100	
60 - 79	- No.	97	18	115	
	- %	84	16	100	
Total	- No.	434	81	515	
	- %	84	16	100	

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[a] Because of the small numbers involved, the six organizational leaders without projects (organizational-only leaders) and the 11 assistant organizational leaders without projects (assistant organizational-only leaders) were combined respectively with organizational leaders with projects and assistant organizational leaders with projects.

[b] S = significant because at .05 level or less; NS = not significant because not at .05 level or less; P in parentheses is the actual probability level of each X^2.

Agreement between 4-H leaders and 4-H agents on leaders' jobs		Stay-ins	Drop-outs	Total	Significance of X^2 at .05 level
2. Organizational leaders with and without projects[a]--percent of agreement on jobs					NS $(P < .90)$ $X^2 = .424$
20 - 39	- No.	7	2	9	d.f. = 2
	- %	78	22	100	
40 - 59	- No.	130	25	155	
	- %	84	16	100	
60 - 79	- No.	41	7	48	
	- %	85	15	100	
Total	- No.	178	34	212	
	- %	84	16	100	
3. Assistant organizational leaders with and without projects[b]--percent of agreement on jobs					NS $(P < .90)$ $X^2 = .0374$[c]
20 - 39	- No.	8	5	13	d.f. = 1
	- %	62	38	100	
40 - 59	- No.	95	21	115	
	- %	83	17	100	
60 - 79	- No.	17	3	20	
	- %	85	15	100	
Total	- No.	120	28	148	
	- %	81	19	100	

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[a] If organizational leaders without projects (organizational-only leaders), of whom there were only six, are omitted, the relationship is still not significant at the .05 level.

[b] If assistant organizational leaders without projects (assistant organizational leaders only), of whom there were only 11 are omitted, the relationship is still not significant at the .05 level. This relationship was tested in the same manner as that described in footnote C below.

[c] This X^2 was obtained by consolidating the lower two percentage categories (20 - 39 and 40 - 59) and using the Yates formula to correct for continuity.

Agreement between 4-H leaders and 4-H agents on leaders' jobs		Stay-ins	Drop-outs	Total	Significance of X^2 at .05 level
4. **Project-only leaders--percent of agreement on jobs**					NS ($P < .50$) $X^2 = 1.550$
20 - 39	- No.	10	1	11	d.f. = 2
	- %	91	9	100	
40 - 59	- No.	87	10	97	
	- %	90	10	100	
60 - 79	- No.	39	8	47	
	- %	83	17	100	
Total	- No.	136	19	155	
	- %	88	12	100	

General Analysis of Characteristics of All First-Year 4-H Leaders

This section of the study undertakes a general analysis of the characteristics of all first-year 4-H leaders.[1] It was included in the study because it was thought that the large body of data available, when analyzed, might provide needed understanding of the adults who volunteer to serve as 4-H leaders.

Relationship of Personality Factors of Leaders to Age, Sex, And Residence of the Leaders, and Personality Factors of the Male and Female General Adult Population[2]

The following hypotheses relating to personality factors of the first-year 4-H leaders were tested:

1. The personality factors of first-year 4-H leaders are related to their age.
2. The personality factors of first-year 4-H leaders are related to their sex.
3. The personality factors of first-year 4-H leaders are related to their place of residence.
4. The first-year male and female 4-H leaders are similar to the general male and female adult population with respect to personality factors.

According to Table 7, only two of the 16 personality factors of first-year 4-H leaders were found to be significantly related by analysis of variance (at the .05 level or less) to the age of these leaders. These were Factor B--low general ability vs. high general ability, and Factor F--glum vs. enthusiastic. Thus, the hypothesis that the personality factors of the first-year 4-H leaders are related to their age is only very partially upheld. The two factors accompanied by descriptive statements with respect to the age groups are listed below:[1]

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[1] This and subsequent sections of the study deal with the 434 leaders who continued their leadership into a second year plus the 81 who dropped out at the end of the first year plus the 12 who were omitted from the tenure analysis because of death, moving from the county or ill health.

[2] No assumption of cause and effect was involved in examining these relationships but rather whether or not there were any personality differences relative to age, sex, and place of residence of the first-year 4-H leaders or between the male and female leaders and their opposites in the general population.

Factor B--low general ability vs. high general ability	two younger age groups (under 30 and 30-39) high general ability; oldest age (40 and over) group, low general ability[2]
Factor F--glum vs. enthusiastic	youngest age group (under 30) enthusiastic; two older age groups (30-39 and 40 and over) glum, oldest age group (40 and over) more glum[3]

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[1] Throughout the study in giving a descriptive name to a group or subgroup on the scale for a given personality factor wherever sten scores are used, the normal standard mean sten position of 5.5 has been taken as the dividing point between the lower and upper end of each dichotomous scale. Thus when the mean sten score of a group or subgroup falls below 5.5 the personality factor name at the left end of the scale is used to describe the position of the group or subgroup, and when the mean sten score is above 5.5 the personality factor name at the right end of the scale is used. If the sten mean of a group or subgroup is identical with 5.5, then the position is referred to as neutral.

[2] Means for 30-39 and 40+ age groups were significantly different by t test at .05 level or less using two-tail test.

[3] Means for under 30 and 30-39 age groups and the under 30 and 40+ age groups were significantly different at .05 level or less using the two-tail test.

Table 7

Relationship of Personality Factors to Age of First-Year 4-H Leaders

Personality factors	(1) Under 30	(2) 30-39	(3) 40+	Significant difference for F at .05 level[a]
	Means based on sten scores[b]			
A - aloof vs. outgoing	5.2	5.0	4.8	NS
B - low general ability vs. high general ability	5.9	5.9	5.4	S at .05 (2-3)[c]
C - emotional vs. mature	5.3	5.5	5.5	NS
E - submissive vs. dominant	4.8	4.8	4.7	NS
F - glum vs. enthusiastic	5.9	5.1	5.0	S at .05 (1-2; 1-3)[c]
G - casual vs. conscientious	5.9	5.8	5.8	NS
H - timid vs. adventurous	5.1	5.1	5.2	NS
I - tough vs. sensitive	6.2	6.1	5.9	NS
L - trustful vs. suspecting	5.8	5.5	5.4	NS
M - conventional vs. eccentric	4.7	4.5	4.7	NS
N - simple vs. sophisticated	5.7	5.2	5.5	NS
O - confident vs. insecure	5.7	6.1	6.2	NS
Q_1- conservative vs. experimenting	5.4	5.1	5.5	NS
Q_2- dependent vs. self-sufficient	5.3	5.5	5.7	NS
Q_3- lax vs. controlled	5.7	5.5	5.9	NS
Q_4- stable vs. tense	5.5	5.8	5.7	NS

[a] S = significant because at .05 level or less; NS = not significant because not at .05 level or less.

[b] Sten scores were derived from the Handbook Supplement for Form C of the Sixteen Personality Factor Questionnaire, "The 16 P.F. Test," Second Edition, 1962, Institute for Personality and Ability Testing, 1602-04 Coronado Dr., Champaign, Illinois, p. 11, Table 2.

[c] The pairs of numbers within the parentheses refer to the means in the columns numbered (1), (2) and (3) which designate the age groups of leaders. Each pair of numbers indicates that when the t test for mean differences is applied, the means designated by the numbers are significantly different at .05 level or less using the two-tail test. See Appendix E for t formula.

A comparative summary of the two personality factors significantly related to the age of the 4-H leaders follows:

4-H leaders under 30	4-H leaders 30-39	4-H leaders 40 and over
high general ability	high general ability	low general ability
enthusiastic	glum	more glum

Ten of the 16 personality factors of the first-year 4-H leaders were found to be significantly related by analysis of variance (at the .05 level or less) to the sex of the leaders (Table 8). The hypothesis that the personality factors of the first-year 4-H leaders are related to sex is largely supported.[1]

The 10 factors accompanied by descriptive statements with respect to males and females are listed below:

Factor A--aloof vs. outgoing--both aloof; but males more aloof

Factor E--submissive vs. dominant--both submissive; but females more submissive

Factor I--tough vs. sensitive--males tough; females sensitive

Factor M--conventional vs. eccentric--both conventional; males more conventional

Factor N--simple vs. sophisticated--males sophisticated; females simple

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[1] An examination of the distributions of the first-year 4-H leaders' scores on the 16 personality factor test throws further light on the characteristics of the group. The raw scores of the males and females were converted to sten scores for the general adult population with males and females combined. The sten scores for the two groups on each of the 16 personality factors were then distributed according to the sten score scale. These distributions for each factor were cut at the extreme ends of the sten scale which are represented by the values 1-2 and 9-10. The leaders whose scores fall in these categories are markedly deviant from the general population. The percentages which these extremes represent of all leaders of each sex are relatively small for a large majority of the possible extreme categories. Males had percentages above 10 for extremely aloof (19%), conventional (19%), and glum (13%). Females had percentages above 10 for extremely sensitive (19%), conventional (14%), aloof (11%), submissive (10%), and dependent (10%). These data should be of interest to 4-H agents. Further details may be found in Table 1, Appendix G.

Factor O--confident vs. insecure--both insecure; females more insecure

Factor Q_1-conservative vs. experimenting--males experimenting; females conservative

Factor Q_2-dependent vs. self-sufficient--males self-sufficient; females dependent

Factor Q_3-lax vs. controlled--males controlled; females neutral (average)

Factor Q_4-stable vs. tense--males stable; females tense

A comparative summary of the 10 personality factors significantly associated with the sex of the 4-H leaders follows:

Male 4-H leaders	Female 4-H leaders
more aloof	aloof
submissive	more submissive
tough	sensitive
more conventional	conventional
sophisticated	simple
insecure	more insecure
experimenting	conservative
self-sufficient	dependent
controlled	lax and controlled (neutral or average)
stable	tense

Table 8

Relationship of Personality Factors to Sex of First-Year 4-H Leaders

Personality factors	Males	Females	Significant difference for F at .05 level[a]
	Means based on sten scores[b]		
A - aloof vs. outgoing	4.5	5.1	S at .01
B - low general ability vs. high general ability	5.4	5.8	NS
C - emotional vs. mature	5.7	5.4	NS
E - submissive vs. dominant	5.2	4.6	S at .01
F - glum vs. enthusiastic	5.0	5.2	NS
G - casual vs. conscientious	5.8	5.8	NS
H - timid vs. adventurous	5.2	5.1	NS
I - tough vs. sensitive	4.3	6.7	S at .01
L - trustful vs. suspecting	5.5	5.5	NS
M - conventional vs. eccentric	4.3	4.7	S at .05
N - simple vs. sophisticated	5.7	5.2	S at .05
O - confident vs. insecure	5.8	6.2	S at .05
Q_1- conservative vs. experimenting	5.6	5.1	S at .01
Q_2- dependent vs. self-sufficient	6.1	5.3	S at .01
Q_3- lax vs. controlled	6.0	5.5	S at .05
Q_4- stable vs. tense	5.2	5.9	S at .01

[a] S = significant because at .05 level or less; NS = not significant because not at .05 level or less.

[b] Sten scores were derived from the Handbook Supplement for Form C of the Sixteen Personality Factor Questionnaire, "The 16 P.F. Test," Second Edition, 1962, Institute for Personality and Ability Testing, 1602-04 Coronado Dr., Champaign, Illinois, p. 11, Table 2.

Seven of the 16 personality factors of the first-year 4-H leaders were found to be significantly related by analysis of variance (at the .05 level or less) to the place of residence of the leaders (Table 9). Thus, the hypothesis that the personality factors of the first-year 4-H leaders are related to their places of residence is partially supported.

The seven factors accompanied by descriptive statements with respect to each residential group of leaders are given below:

Factor A--aloof vs. outgoing	farm and rural nonfarm leaders, aloof; farm, more aloof; urban, neutral (average)[1]
Factor F--glum vs. enthusiastic	farm and rural nonfarm leaders, glum; farm leaders, more glum; urban, enthusiastic[2]
Factor H--timid vs. adventurous	farm and rural nonfarm leaders, timid; latter, more timid; urban, adventurous[3]
Factor I--tough vs. sensitive	all three residential groups sensitive; urban most, rural nonfarm 2nd rank, farm least[4]
Factor M--conventional vs. eccentric	all three residential groups conventional; farm most, rural nonfarm 2nd rank, urban least[5]

---

[1] Farm and urban means were significantly different by t test at .05 level or less using two-tail test.

[2] Farm and rural nonfarm means and farm and urban means were significantly different by t test at .05 level or less using two-tail test.

[3] Farm and urban means and rural nonfarm and urban means were significantly different by t test at .05 level or less using two-tail test.

[4] Farm and rural nonfarm means and farm and urban means were significantly different by t test at .05 level or less using two-tail test.

[5] Farm and urban means were significantly different by t test at .05 level or less using two-tail test.

Factor O--confident vs. insecure	all three residential groups insecure; urban more, farm and nonfarm the same but less[1]
Factor Q_4-stable vs. tense	rural nonfarm and urban groups, tense; rural nonfarm more tense; farm, neutral (average)[2]

A comparative summary of the seven personality factors significantly associated with the place of residence of the 4-H leaders follows:

Farm 4-H leaders	Rural nonfarm 4-H leaders	Urban 4-H leaders
more aloof	aloof	aloof-outgoing (neutral)
more glum	glum	enthusiastic
timid	more timid	adventurous
sensitive	more sensitive	most sensitive
most conventional	more conventional	conventional
insecure	insecure	more insecure
stable-tense (neutral or average)	more tense	tense

---

[1] Farm and urban means and rural nonfarm and urban means were significantly different by t test at .05 level or less using two-tail test.

[2] Farm and rural nonfarm means were significantly different by t test at .05 level or less using two-tail test.

Table 9

Relationship of Personality Factors to Place of Residence of First-Year 4-H Leaders

Personality factors	(1) Farm	(2) Rural non-farm	(3) Urban	Significant difference for F at .05 level[a]
	Means based on sten scores[b]			
A - aloof vs. outgoing	4.7	5.0	5.5	S at .05 (1-3)[c]
B - low general ability vs. high general ability	5.6	5.8	5.8	NS
C - emotional vs. mature	5.7	5.4	5.4	NS
E - submissive vs. dominant	4.6	4.9	4.8	NS
F - glum vs. enthusiastic	5.0	5.4	5.8	S at .05 (1-2; 1-3)[c]
G - casual vs. conscientious	5.8	5.9	5.7	NS
H - timid vs. adventurous	5.1	4.9	5.8	S at .01 (1-3; 2-3)[c]
I - tough vs. sensitive	5.6	6.3	6.6	S at .01 (1-2; 1-3)[c]
L - trustful vs. suspecting	5.3	5.7	5.6	NS
M - conventional vs. eccentric	4.4	4.7	5.2	S at .01 (1-3)[c]
N - simple vs. sophisticated	5.4	5.4	4.9	NS
O - confident vs. insecure	6.0	6.0	6.7	S at .05 (1-3; 2-3)[c]
Q1- conservative vs. experimenting	5.1	5.3	5.7	NS
Q_2- dependent vs. self-sufficient	5.5	5.5	5.7	NS
Q_3- lax vs. controlled	5.7	5.7	5.4	NS
Q_4- stable vs. tense	5.5	6.0	5.6	S at .05 (1-2)[c]

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[a] S = significant because at .05 level or less; NS = not significant because not at .05 level or less.

[b] Sten scores were derived from the Handbook Supplement for Form C of the Sixteen Personality Factor Questionnaire, "The 16 P.F. Test," Second Edition, 1962, Institute for Personality and Ability Testing, 1602-04 Coronado Dr., Champaign, Illinois, p. 11, Table 2.

[c] The pairs of numbers within the parentheses refer to the means in the columns numbered (1), (2), and (3) which designate the three places of residence. Each pair of numbers indicates that, when the t test for mean differences is applied, the means designated by the number are significantly different at .05 level or less using the two-tail test.

The hypothesis that the first-year male and female 4-H leaders are similar to the general male and female adult population with respect to personality factors is supported to a considerable degree (Table 10). It is more true of the male 4-H leaders for whom there are significant differences with the males of the general adult population on mean raw scores for eight of the 16 personality factors than of the female 4-H leaders who differed significantly from those of the general population on mean raw scores for 10 of the 16 personality factors.

If the mean raw scores of the adult population are considered normal (neutral or average with respect to the dichotomous scale for the various factors), then the first-year male and female 4-H leaders are, when compared to adult males and females of the general population, significantly toward those ends of the several factor scales listed below:

Males	Females
aloof	aloof
submissive	high general ability
glum	submissive
conscientious	enthusiastic
timid	tough
conventional	trustful
simple	conventional
insecure	simple
	dependent
	controlled

Factors on which the 4-H males and female leaders were similar (not significantly different) to the males and females of the general population were:

Erratum page 63

In the first sentence of the first paragraph delete the words, to a considerable degree, and substitute the words, only partially.

Table 10

Comparison of First-Year 4-H Leaders With General Population on 16 Personality Factors for Males and Females

Personality factors	Males			Females		
	4-H 1st year leaders means (based on raw scores)	General adult population[a]	Significant difference of means at .05 level or less[b]	4-H 1st year leaders means (based on raw scores)	General adult population[a]	Significant difference of means at .05 level or less[b]
A - aloof vs. outgoing	6.5	7.7	S ($P=.0^{10}803$)	7.1	7.4	S ($P=.0105$)
B - low general ability vs. high general ability	3.9	3.9	NS	4.1	3.6	S ($P=.0^{8}197$)
C - emotional vs. mature	7.4	7.4	NS	7.0	6.9	NS
E - submissive vs. dominant	3.8	5.0	S ($P=.0^{7}666$)	3.1	3.6	S ($P=.0^{5}260$)
F - glum vs. enthusiastic	6.6	7.7	S ($P=.0^{5}159$)	6.9	6.6	S ($P=.0183$)
G - casual vs. conscientious	7.5	6.7	S ($P=.0^{4}171$)	7.5	7.6	NS
H - timid vs. adventurous	7.0	7.5	S ($P=.0178$)	6.7	6.6	NS
I - tough vs. sensitive	3.9	4.1	NS	7.3	7.5	S ($P=.0500$)
L - trustful vs. suspecting	4.5	4.8	NS	4.5	4.9	S ($P=.0^{4}962$)
M - conventional vs. eccentric	4.3	5.3	S ($P=.0^{7}214$)	4.7	5.3	S ($P=.0^{9}565$)
N - simple vs. sophisticated	4.8	5.4	S ($P=.0^{3}674$)	4.3	4.5	S ($P=.0394$)
O - confident vs. insecure	4.9	4.5	S ($P=.0173$)	5.4	5.4	NS
Q_1 - conservative vs. experimenting	5.4	5.5	NS	4.9	4.8	NS
Q_2 - dependent vs. self-sufficient	8.2	8.2	NS	7.4	7.8	S ($P=.0^{4}171$)
Q_3 - lax vs. controlled	8.1	8.3	NS	7.6	7.3	S ($P=.0139$)
Q_4 - stable vs. tense	4.7	4.6	NS	5.6	5.8	NS

[a] Handbook Supplement for Form C of the Sixteen Personality Factor Questionnaire, "The 16 P.F. Test," Second Edition, 1962, Institute for Personality and Ability Testing, 1602-04 Coronado Dr., Champaign, Illinois, p. 12, Tables 3 and 4.

[b] S = significant because at .05 level or less; NS = not significant because not at .05 level or less. See Appendix E for the formula used in obtaining the ratio for testing the significance of the differences of means.

Males	Females
low general ability vs. high general ability	emotional vs. mature
emotional vs. mature	casual vs. conscientious
tough vs. sensitive	timid vs. adventurous
trustful vs. suspecting	confident vs. insecure
conservative vs. experimenting	conservative vs. experimenting
dependent vs. self-sufficient	stable vs. tense
lax vs. controlled	
stable vs. tense	

Relationship of Selected Characteristics of Leaders to Other Selected Characteristics of These Leaders

Characteristics treated as dependent variables were used for outlining this part of the study. These dependent variables occur as the final variable in each paragraph heading and follow the preposition "to" in all instances. In each instance the independent variable was so designated because it was conceived of as a possible cause, whereas the dependent variable was so designated because it was conceived of as a possible effect.

Relationship of selected personal characteristics of leaders to types of leaders. Since two of the five types of first-year 4-H leaders identified in the study included only a small number, the five types were combined into three for this analysis.[1] The following hypotheses were tested:

1. The sex of the first-year 4-H leader is related to the type of leader position which the leader accepts.
2. The number of own children in the first-year 4-H leader's Club is related to the type of leader position which the leader accepts.

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[1] The five types and their respective numbers were: 1) organizaational-only leaders--6; 2) organizational leaders also responsible for projects--212; 3) assistant organizational-only leaders--11; 4) assistant organizational leaders also responsible for projects--142; and 5) project-only leaders--156. For this section of the study, types (1) and (2) were combined and types (3) and (4).

3. The percent of the first-year 4-H leader's own eligible (age) children ever 4-H Club members is related to the type of leader position which the leader accepts.
4. The number of months the first-year 4-H leader expects to serve is related to the type of leader position which the leader accepts.
5. The personality factors of the first-year 4-H leaders are related to the type of leader position which the leader accepts.

When tested by X^2 and analysis of variance (F test) in the case of the personality factors, only two of the five hypotheses were supported at the .05 level or less (Table 11). The two hypotheses that were supported were number 1, the sex of the first-year 4-H leader is related to the type of leader position which the leader accepts and the number 4, the number of months the first-year 4-H leader expects to serve is related to the type of leader position which the leader accepts. Male leaders much more frequently than female leaders had accepted organizational leadership positions and somewhat less frequently assistant organizational and project-only leadership positions. The degree of association between sex and type of leadership position accepted was low as shown by T. As might be anticipated, those who expected to serve a short period of time (4 months or less) were most frequently (69 percent) project leaders, whereas, the organizational leaders are most frequently (47 percent) those leaders who expected to serve from nine to 12 months. The degree of association between length of time expected to serve and type of leadership position accepted was fairly low as shown by T.

Noteworthy is the fact that no personality factor was significantly related to the leadership position which the first-year 4-H leader accepted.

Table 11

Relationship of Selected Characteristics of First-Year 4-H Leaders to Types of Leaders[a]

Selected characteristics of leader		Organizational leaders with & without projects	Assistant organizational leaders with & without projects	Project-only leaders	Total	Significance of X^2 at .05 level[b]
1. Sex						S (P < .001) $X^2 = 15.283$
Male	- No.	78	32	31	141	d.f. = 2
	- %	55	23	22	100	T = .14
Female	- No.	140	121	125	386	
	- %	37	31	32	100	
Total	- No.	218	153	156	527	
	- %	41	29	30	100	
2. Own children in club						NS (P < .20) $X^2 = 4.080$
Yes	- No.	168	121	134	423	d.f. = 2
	- %	40	28	32	100	
No	- No.	43	25	19	87	
	- %	49	29	22	100	
Total	- No.	211	146	153	510	
	- %	41	29	30	100	

---

[a] Because of the small number of organizational-only leaders this type of leader has been combined in this table with organizational leaders with projects and for the same reason assistant organizational-only leaders have been combined with assistant organizational leaders with projects.

[b] S = significant because at .05 level or less; NS = not significant because not at .05 level or less; P in parentheses is the actual probability level of X^2.

Selected characteristics of leader	Organizational leaders with & without projects	Assistant organizational leaders with & without projects	Project-only leaders	Total	Significance of X^2 at .05 level
3. Percent of own eligible (age) children ever 4-H members					NS ($P < .90$) $X^2 = 1.236$
0-49 - No.	12	9	12	33	d.f. = 4
- %	36	28	36	100	
50-59 - No.	25	23	22	70	
- %	36	33	31	100	
100 - No.	128	85	96	309	
- %	41	28	31	100	
Total - No.	165	117	130	412	
- %	40	28	32	100	
4. Number of months expected to serve this year					S ($P < .001$) $X^2 = 53.502$
4 or less - No.	6	9	33	48	d.f. = 4
- %	12	19	69	100	T = .24
5-8 - No.	28	18	27	73	
- %	38	25	37	100	
9-12 - No.	171	115	75	361	
- %	47	32	21	100	
Total - No.	205	142	135	482	
- %	43	29	28	100	

Selected character-istics of leader	Organizational leaders with & without projects	Assistant organizational leaders with & without projects	Project-only leaders	Significant difference for F at .05 level[a]
	(Means based on sten scores)[b]			
5. Personality factors				
A - aloof vs. outgoing	5.0	4.9	5.0	NS
B - low general ability vs. high general ability	5.6	5.6	5.9	NS
C - emotional vs. mature	5.4	5.6	5.5	NS
E - submissive vs. dominant	4.9	4.8	4.6	NS
F - glum vs. enthusiastic	5.4	5.4	5.0	NS
G - casual vs. conscientious	5.8	5.8	5.9	NS
H - timid vs. adventurous	5.1	5.0	5.1	NS
I - tough vs. sensitive	5.8	6.1	6.3	NS
L - trustful vs. suspecting	5.5	5.6	5.4	NS
M - conventional vs. eccentric	4.7	4.5	4.7	NS
N - simple vs. sophisticated	5.4	5.5	5.2	NS
O - confident vs. insecure	5.9	6.2	6.2	NS
Q_1- conservative vs. experimenting	5.3	5.2	5.4	NS
Q_2- dependent vs. self-sufficient	5.6	5.4	5.5	NS
Q_3- lax vs. controlled	5.7	5.4	5.9	NS
Q_4- stable vs. tense	5.8	5.5	5.9	NS

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[a] S = significant because at .05 level or less; NS = not significant because not at .05 level or less.

[b] See Footnote b, page 62.

Relationship of selected personal characteristics of leaders to sex of leaders. The following hypotheses were tested:

1. The place of residence of first-year 4-H leaders is related to the sex of the first-year leaders.
2. The age of the first-year 4-H leaders is related to the sex of the first-year 4-H leaders.
3. The percent of eligible (age) own children ever 4-H members is related to the sex of the 4-H leaders who had eligible children.

The first hypothesis is supported when tested by X^2 at the .001 level, but the degree of association as shown by T is low (Table 12). The farm leaders had a somewhat higher percent of males than did either the rural nonfarm and urban leaders or than all leaders; the opposite was true for female leaders.

The second hypothesis is not supported when tested by X^2.

The third hypothesis is supported when tested by X^2 at the .001 level, but the degree of association as shown by T is low. Of the male leaders who had eligible children a higher percent (30) had all of their children who were at some time 4-H Club members than the percent of all males with eligible children was of all leaders with eligible children. On the other hand, of the female leaders who had eligible children there were higher percentages of children in the categories of 0-49, and 50-99 percent of such children who had ever been 4-H Club members than the percent which these female leaders constituted of all leaders who had eligible children. Thus, the male more than the female leaders would appear to be accepting 4-H leadership in response to the degree to which their eligible children have been 4-H members.

Table 12

Relationship of Place of Residence, Age, and
Percent of Eligible (Age) Own Children Ever 4-H Members
To Sex of First-Year 4-H Leaders

Characteristics		Males	Females	Total	Significance of X^2 at .05 level
1. Residence of leaders					S (P $<$ .001) X^2 = 21.882
Farm	- No.	77	130	207	d.f. = 2
	- %	37	63	100	T = .17
Rural non farm	- No.	51	199	250	
	- %	20	80	100	
Urban	- No.	9	55	64	
	- %	14	86	100	
Total	- No.	137	384	521	
	- %	26	74	100	
2. Age of leaders					NS (P $<$ .20) X^2 = 3.563
Under 30	- No.	19	43	62	d.f. = 2
	- %	31	69	100	
30 - 39	- No.	57	189	246	
	- %	23	77	100	
40 +	- No.	61	140	201	
	- %	30	70	100	
Total	- No.	137	372	509	
	- %	27	73	100	
3. Percent of eligible (age) own children ever 4-H members[a]					S (P $<$ .001) X^2 = 15.244
0 - 49	- No.	5	28	33	d.f. = 2
	- %	15	85	100	T = .16
50 - 99	- No.	6	64	70	
	- %	9	91	100	
100	- No.	92	217	309	
	- %	30	70	100	
Total	- No.	103	309	412	
	- %	25	75	100	

[a] Includes only those leaders who had eligible (age) children.

Relationship of selected leader characteristics attributable to association with 4-H Clubs to sex of leaders. The following hypotheses were tested:

1. The presence of the first-year 4-H leader's children in his (or her) club is related to the sex of the first-year leader.
2. The seasonality of the first-year 4-H leader's club is related to the sex of the first-year leader.

When tested by X^2, the first hypothesis is not supported by the data, but the second one is (Table 13). The summer or spring and summer (or short-term) clubs are the ones which seem to influence the sex distribution of the leaders most sharply. There was a considerably larger percent of male leaders serving these clubs and a considerably smaller percent of the female leaders serving them than the percentages of males and females respectively in school months or eleven months category or in the total group of leaders.

Table 13

Relationship of Selected Characteristics Attributable to Association with 4-H Club of First-Year 4-H Leaders To Sex of These Leaders

Selected characteristics of leaders		Males	Females	Total	Significance of X^2 at .05 level[a]
1. Own children member of club					NS $(P<.20)$ $X^2 = 2.650$
Yes	- No.	107	316	423	d.f. = 1
	- %	25	75	100	
No	- No.	30	57	87	
	- %	34	66	100	
Total	- No.	137	373	510	
	- %	27	73	100	

[a] All X^2's with d.f. = 1 are corrected for continuity.

Selected characteristics of leaders		Males	Females	Total	Significance of X^2 of .05 level
2. Seasonality of club					S ($P < .01$) X^2 = 10.638 d.f. = 1 T = .14
Summer or spring and summer	- No.	25	29	54	
	- %	46	54	100	
School months or eleven months	- No.	116	357	473	
	- %	25	75	100	
Total	- No.	141	386	527	
	- %	27	73	100	

Relationship of types of leaders to other selected leader characteristics attributable to association with 4-H Clubs. The following hypotheses were tested:

1. The type of first-year 4-H leader is related to the number of club and/or project meetings which he attends.
2. The type of first-year 4-H leader is related to the number of months during year which he served as a leader.

When tested by X^2, both of these hypotheses are supported at the .001 level, but for both hypotheses the degree of association as shown by T is low (Tables 14 and 15). According to Table 14 the percentage distribution of the project-only leaders differs more sharply than that of the other two groups from the percent of the total group with respect to attendance at a large number of club and project meetings. Compared to the other two types, the project-only leaders had a somewhat smaller percent attending the larger number of meetings, but a somewhat larger percent attending the smaller number of meetings. This is to be expected in view of the more limited responsibilities of project-only leaders and the more limited number of months which they served as leaders (see next paragraph). Organizational leaders with and without projects had a somewhat larger percent attending 10 or more meetings than did assistant organizational leaders with and without projects. The opposite was true for less than 10 meetings.

In Table 15 the percentage distribution of the project-only leaders differs more sharply than that of the other two groups from the percent of the total group with respect to the greater number of months served. As might be expected in view of their more limited responsibilities, compared to the other two groups, the project-only leaders had a somewhat smaller percent serving most of the year and a larger percent serving only a few months. The organizational leaders with and without projects have higher percentages of leaders who served both 9-12 and 5-8 months than was the case with the assistant organizational leaders with and without projects, while the latter had higher percentages who served from 0-4 months.

Table 14

Relationship of Type of Leader to Number of Club And/or Project Meetings Attended

Type of leader		Number of club and/or project meetings attended				
		None	1 - 4	5 - 9	10+	Total
Organizational leaders with and without projects	- No.	7	30	27	142	206
	- %	3	15	13	69	100
Assistant organizational leaders with and without projects	- No.	10	18	33	83	144
	- %	7	12	23	58	100
Project-only leaders	- No.	9	45	40	55	149
	- %	6	30	27	37	100
Total	- No.	26	93	100	280	499
	- %	5	19	20	56	100

X^2 significant at .001 level
$X^2 = 42.415$
d.f. = 6
T = .19

Table 15

Relationship of Type of Leader to
Number of Months Served This Year

Type of leader		Number of months served this year			
		0 - 4	5 - 8	9 - 12	Total
Organizational leaders with and without projects	- No.	10	52	147	209
	- %	5	25	70	100
Assistant organizational leaders with and without projects	- No.	19	29	91	139
	- %	14	21	65	100
Project-only leaders	- No.	39	37	68	144
	- %	27	26	47	100
Total	- No.	68	118	306	492
	- %	14	24	62	100

X^2 significant at .001 level
$X^2 = 39.360$
d.f. = 4
T = .20

Relationship of Personality Factors of First-Year 4-H Leaders To Agreement with Their 4-H Agents Regarding the Performance Of Jobs[1]

The percentages of agreement on performance and nonperformance of the 97 jobs by the five types of leaders and their respective agents were calculated. The 97 jobs were then classified under seven categories, i.e., teaching, morale building, individual and special assistance, club organization and supervision, representing 4-H and promotional, chores, and self-improvement (see Appendix H). The percentages of agreement for the seven types of jobs as well as total jobs were arrayed from low to high and divided into lower and upper halves at the approximate median point. The mean sten scores on each of the 16 personality factors were then calculated for the lower and upper halves according to percent of agreement between leaders and their 4-H agents.

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[1] There is a tacit assumption in this section that personality factors may have an influence on agreement between leaders and their agents regarding the performance of jobs.

The hypothesis which was tested is that there is a relationship between personality factors of the leaders and the high and low percent of their agreement with their agents on types of jobs and all jobs performed and not performed. The hypothesis is not very strongly supported by analysis of variance (F test) (Table 16). Of the seven types of jobs, three types showed a significant relationship between three personality factors and percentage of agreement, two types showed a relationship between two personality factors and percentage of agreement, one type showed a relationship between one personality factor and percentage of agreement and one type showed no relationship.

The personality factors whose mean sten scores for 4-H leaders divided into upper and lower halves on percent of agreement with their 4-H agents were significantly different (at .05 level or less) are presented below by types of jobs with descriptive notes regarding the position of the upper-and-lower-half groups for each personality factor:

Teaching jobs

Factor F - glum vs. enthusiastic - upper half enthusiastic; lower half glum

Factor G - casual vs. conscientious - both halves conscientious; upper half more conscientious

Morale building jobs

Factor M - conventional vs. eccentric - both halves conventional; lower half more conventional

Individual and special assistance jobs

Factor H - timid vs. adventurous - both halves timid; lower half more timid

Factor L - trustful vs. suspecting - lower half suspecting; upper half trustful

Factor Q_4- stable vs. tense - lower half tense; upper half neutral (average)

Representing 4-H and promotional jobs

Factor H - timid vs. adventurous - both halves timid; lower half more timid

Factor O - confident vs. insecure - both halves insecure; lower half more insecure

Chore jobs

Factor B - low general ability vs. high general ability - upper half high general ability; lower half neutral (average)

Factor G - casual vs. conscientious - both halves conscientious; lower half more conscientious

Factor M - conventional vs. eccentric - both halves conventional; lower half more conventional

Self-improvement jobs

Factor A - aloof vs. outgoing - both halves aloof; lower half more aloof

Factor F - glum vs. enthusiastic - lower half glum; upper half neutral (average)

Factor Q_2- dependent vs. self-sufficient - lower half self-sufficient; upper half dependent

All jobs

Factor A - aloof vs. outgoing - both halves aloof; lower half more aloof

Factor F - glum vs. enthusiastic - upper half enthusiastic; lower glum

Factor H - timid vs. adventurous - both halves timid; lower half more timid

A comparative summary of the personality factors significantly associated with upper and lower percent of agreement between 4-H leaders and their 4-H agents for five types of jobs follows:

Erratum page 77

Next to last line on page, delete the words, for five, and substitute the word by.

Jobs	Lower half of 4-H leaders on percent of agreement with their 4-H agents	Upper half of 4-H leaders on percent of agreement with their 4-H agents
Teaching jobs	glum	enthusiastic
	conscientious	more conscientious
Morale building jobs	more conventional	conventional
Individual and special assistance jobs	more timid	timid
	suspecting	trustful
	tense	stable-tense (neutral or average)
Representing 4-H and promotional jobs	more timid	timid
	more insecure	insecure
Chore jobs	low general ability -high general ability (neutral or average)	high general ability
	more conscientious	conscientious
	more conventional	conventional
Self-improvement jobs	more aloof	aloof
	glum	glum-enthusiastic (neutral or average)
	self-sufficient	dependent
All jobs	more aloof	aloof
	glum	enthusiastic
	more timid	timid

Table 16

Relationship of Personality Factors to Percent of Agreement On Doing and Not Doing Jobs and Whether or Not Agent

	Lower and upper halves for percent					
Personality factors	Teaching jobs		Morale building jobs		Individual and special assistance jobs	
	Lower half (52%)[a]	Upper half (54%)[b]	Lower half (83%)[a]	Upper half (100%)[b]	Lower half (50%)[a]	Upper half (60%)[b]
					Means based	
A - aloof vs. outgoing	4.9	5.0	4.9	5.0	4.8	5.1
B - low general ability vs. high general ability	5.6	5.8	5.7	5.7	5.7	5.7
C - emotional vs. mature	5.4	5.6	5.6	5.4	5.4	5.6
E - submissive vs. dominant	4.9	4.7	4.9	4.6	4.9	4.7
F - glum vs. enthusiastic	5.0	5.6(S)[d]	5.4	5.1	5.1	5.4
G - casual vs. conscientious	5.6	6.0(S)[d]	5.9	5.7	5.9	5.7
H - timid vs. adventurous	5.0	5.2	4.3	4.4	4.9	5.3(S)[d]
I - tough vs. sensitive	6.0	6.0	6.0	6.1	5.9	6.2
L - trustful vs. suspecting	5.6	5.4	5.5	5.6	5.7	5.3(S)[d]
M - conventional vs. eccentric	4.6	4.6	4.8	4.5(S)[d]	4.7	4.6
N - simple vs. sophisticated	5.4	5.3	5.5	5.2	5.3	5.4
O - confident vs. insecure	6.2	6.0	6.0	6.2	6.1	6.1
Q_1- conservative vs. experimenting	5.3	5.3	5.3	5.2	5.3	5.3
Q_2- dependent vs. self-sufficient	5.5	5.5	5.4	5.6	5.5	5.5
Q_3- lax vs. controlled	5.6	5.8	5.6	5.7	5.6	5.8
Q_4- stable vs. tense	5.7	5.8	5.7	5.8	5.9	5.5(S)[d]

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[a] Lower half = approximately below-median percentage of agreement between first- or not their respective 4-H agents said they should or should not do these jobs.

[b] Upper half = approximately above-median percentage of agreement between first- or not their respective 4-H agents said they should or should not do these jobs.

[c] See Footnote b, page 62.

[d] S = significance level (.05 level or less) for F test for analysis of variance.

Between First-Year 4-H Leaders and Their Respective 4-H Agents
Thought Should or Should Not Do Jobs, by Classes of Jobs

of agreement between leaders and 4-H agents

Club organization and supervising jobs		Representing 4-H and promotional jobs		Chore jobs		Self-improvement jobs		Total	
Lower half (52%)[a]	Upper half (55%)[b]	Lower half (33%)[a]	Upper half (40%)[b]	Lower half (50%)[a]	Upper half (53%)[b]	Lower half (45%)[a]	Upper half (50%)[b]	Lower half (53%)[a]	Upper half (54%)[b]
on sten scores[c]									
4.9	5.0	4.8	5.1	5.1	4.8	4.7	5.1(S)[d]	4.8	5.1(S)[d]
5.6	5.8	5.6	5.8	5.5	5.9(S)[d]	5.6	5.8	5.5	5.8
5.6	5.4	5.4	5.6	5.4	5.6	5.6	5.4	5.5	5.5
4.7	4.9	4.9	4.7	4.7	4.8	4.7	4.8	4.7	4.8
5.2	5.3	5.1	5.4	5.3	5.3	5.0	5.5(S)[d]	5.0	5.6(S)[d]
5.8	5.8	5.7	5.9	5.9	5.6(S)[d]	5.7	5.9	5.8	5.8
5.1	5.1	4.9	5.3(S)[d]	5.1	5.1	5.0	5.2	4.9	5.3(S)[d]
6.0	6.1	6.0	6.0	6.1	5.9	6.0	6.1	6.0	6.0
5.5	5.5	5.6	5.4	5.5	5.5	5.4	5.6	5.6	5.4
4.7	4.5	4.7	4.6	4.4	4.9(S)[d]	4.7	4.6	4.6	4.6
5.3	5.5	5.5	5.3	5.5	5.2	5.3	5.4	5.5	5.2
6.1	6.1	6.3	5.9(S)[d]	6.1	6.1	6.1	6.1	6.2	6.0
5.4	5.2	5.3	5.2	5.2	5.3	5.3	5.2	5.2	5.4
4.5	4.3	5.4	5.6	5.4	5.7	5.7	5.4(S)[d]	5.6	5.4
5.8	5.5	5.6	5.7	5.6	5.8	5.7	5.7	5.6	5.7
5.7	5.8	5.8	5.7	5.7	5.8	5.7	5.8	5.7	5.8

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year 4-H leaders who did or did not perform the jobs in this class and whether

year 4-H leaders who did or did not perform the jobs in this class and whether

Evaluation by 4-H Agents of Jobs Performed And Not Performed by First-Year 4-H Leaders

Earlier in the study it was pointed out that the first-year 4-H leaders were asked in their questionnaires to indicate for 97 jobs whether or not they had done these jobs. Likewise the head 4-H agent in each county from which the sample of leaders was drawn was asked through a questionnaire to indicate for five types of leaders, i.e., organizational-only leaders, organizational leaders with projects, assistant organizational-only leaders, assistant organizational leaders with projects and project-only leaders whether or not he thought these types of leaders should do each of the 97 jobs.[1] Information provided in the leaders' questionnaires provided the basis for their classification according to the five types used in the agent's questionnaire.

Each leader's indication of whether or not he did a job was related to whether or not his 4-H agent thought he should do it. For each job, the number of leaders who did each job was obtained, and the number who did each job and whose 4-H agent approved the performance of this job was also obtained. The latter number was divided by the former to obtain for each job the percent which the number of leaders performing the job with agent approval was of all leaders who performed the job. In addition, for each job, the number of leaders who did not perform the job was obtained, and the number who did not do the job and whose 4-H agent thought this job should be done was also obtained. The latter number was divided by the former to obtain for each job the percent who should have done the job as perceived by their 4-H agents of those leaders not doing the job. These percentages, the types of 4-H leaders, and the numbers performing and not performing jobs constitute the data used in this section of the study.

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[1] In one county where the head 4-H agent was a new employee, the assistant 4-H agent who was in the county during the period of the study responded to the questionnaire which was used to obtain these data.

Relationship of the Number of First-Year 4-H Leaders Performing Jobs to Approval by Their 4-H Agents on Performance of Jobs

The hypothesis tested here is that there is a relationship for jobs between the number of leaders performing the various jobs and the percent of all leaders performing them who did so with their agent's approval. The hypothesis is applied to all leaders and to three types, i.e., 1) organizational leaders with projects, 2) assistant organizational leaders with projects, and 3) project-only leaders.[1] When tested by X^2 the hypothesis was supported for all leaders and for organizational leaders with projects and project-only leaders at the .001 level and for assistant organizational leaders with projects at the .01 level (Table 17, see also Appendix I). The degrees of association for all the leaders and the three types as shown by T were average or in that direction.

In the case of all leaders as well as the three types of leaders, a high percentage of the jobs with high percentages of approval (should do for jobs performed) by 4-H agents had a large number of leaders performing them and a small percentage of the jobs with a high percentage of approval were performed by small numbers of leaders. The reverse of this kind of distribution occurred for jobs with low percentages of approval. Thus, for the first-year 4-H leaders included in the study, approval by their agents of jobs the leaders did occurred more extensively where the numbers performing the jobs were high and less extensively where the numbers performing the jobs were low.

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[1] The numbers of organizational-only and assistant organizational-only leaders were too small to be used in testing the hypothesis.

Table 17

Summary for All and Three Types of First-Year 4-H Leaders On Relationship of Number of Leaders Performing Jobs to Approval by 4-H Agents on Performance of Jobs

Classes of leaders	Hypothesis supported[a] & P level of X^2	Percentage distributions of jobs performed			
		High percent approved and high numbers performing[b]	High percent approved and low numbers performing	Low percent approved & high numbers performing	Low percent approved & low numbers performing
Total	Yes-$P < .001$ $X^2 = 17.344$ d.f. = 1 T = .4	High % of jobs[c]	Low % of jobs[c]	Low % of jobs[c]	High % of jobs[c]
Organizational with projects	Yes-$P < .001$ $X^2 = 14.104$ d.f. = 1 T = .38	High % of jobs	Low % of jobs	Low % of jobs	High % of jobs
Assistant organizational with projects	Yes-$P < .02$ $X^2 = 6.451$ d.f. = 1 T = .26	High % of jobs	Low % of jobs	Low % of jobs	High % of jobs
Project-only	Yes-$P < .001$ $X^2 = 13.553$ d.f. = 1 T = .38	High % of jobs	Low % of jobs	Low % of jobs	High % of jobs

[a] See text (page 84) for statement of hypothesis.

[b] Breaking point for low and high is the median value of the distribution of each variable.

[c] See Appendix I, Tables 1, 2, 3, and 4 for actual percentages.

Relationship of the Number of First-Year 4-H Leaders Not Performing Jobs to Disapproval by Their 4-H Agents on Nonperformance of Jobs

The hypothesis tested here is that there is a relationship for jobs between the number of leaders not performing them and the percent which the number of leaders who failed to perform them and should have as perceived by their 4-H agents is of the total number not performing them. The hypothesis is applied to all leaders and to three types of leaders, i.e., 1) organizational leaders with projects, 2) assistant organizational leaders with projects, and 3) project-only leaders. When tested by X^2 the hypothesis is supported at the .001 level for all leaders, organizational leaders with projects and project-only leaders, and at the .01 level for assistant organizational leaders (Table 18; see also Appendix J). The degrees of association for all leaders and the three types as shown by T tended toward average.

In the case of all leaders as well as the three types of leaders, a high percentage of the jobs with low percentages of disapproval (should do for jobs not performed) by 4-H agents had a large number of leaders not performing them and a small percentage of the jobs with a low percentage of disapproval were not performed by small numbers of leaders. The reverse of this kind of distribution occurred for jobs with high percentages of disapproval by agents. Thus, for the first-year 4-H leaders included in the study, disapproval by their agents of jobs the leaders did not do occurred to a lesser extent where the number not performing them was large and to a greater extent where the number of leaders not performing them was small.

Table 18

Summary for All and Three Types of First-Year 4-H Leaders on Relationship of Number of Leaders Not Performing Jobs and Disapproval by Their 4-H Agents on Nonperformance of Jobs

		Percentage distributions of jobs not performed			
Classes of leaders	Hypothesis supported[a] & P level of X^2	Low percent disapproved and high numbers not performing[b]	Low percent disapproved and low numbers not performing	High percent disapproved and high numbers not performing	High percent disapproved and low numbers not performing
Total	Yes-$P < .001$ $X^2 = 12.666$ d.f. = 1 T = .36	High % of jobs[c]	Low % of jobs[c]	Low % of jobs[c]	High % of jobs[c]
Organizational with projects	Yes-$P < .001$ $X^2 = 19.055$ d.f. = 1 T = .44	High % of jobs	Low % of jobs	Low % of jobs	High % of jobs
Assistant organizational with projects	Yes-$P < .01$ $X^2 = 7.541$ d.f. = 1 T = .28	High % of jobs	Low % of jobs	Low % of jobs	High % of jobs
Project-only	Yes-$P < .001$ $X^2 = 12.666$ d.f. = 1 T = .36	High % of jobs	Low % of jobs	Low % of jobs	High % of jobs

[a] See text (page 86) for statement of hypothesis.

[b] Breaking point for low and high is the median value of the distribution of each variable.

[c] See Appendix J, Tables 1, 2, 3, and 4 for actual percentages.

Summary of Approval and Disapproval by 4-H Agents of Jobs Performed and Not Performed by Their First-Year 4-H Leaders In Relationship to Numbers of Leaders Performing or Not Performing the Jobs

When jobs are examined positively, namely, leaders did jobs and should have as perceived by their 4-H agents, the number of jobs done by leaders was greater when the percentages of approval (should do) were high and the numbers doing them large. On the other hand, when jobs are examined negatively, namely, leaders did not do jobs but should have as perceived by their 4-H agents, the number of jobs not done by leaders was greater when the percentages of disapproval (should do) were low and the numbers of leaders not performing them was large. Thus, in general when jobs were done or not done by large numbers of leaders, those jobs were most numerous where there was greatest agreement between leaders and agents concerning their performance.

Jobs with Relatively High Numbers of Leaders Performing Them and Low Percentages of Leaders Should (According to Their 4-H Agents) And Did of All Jobs Done[1]

All first-year 4-H leaders. The 97 jobs to which all first-year 4-H leaders reacted as to whether or not they had performed them, were listed according to the number of leaders doing each job and by percent of leaders who did the job and should have according to their 4-H agents.[2] If more than 100 leaders doing a job is taken as a sufficiently large number to warrant attention[3] and if those jobs having from 0 to 29 percent should do as seen by 4-H agents of those leaders doing them are judged as representing considerable disagreement between leaders and their agents, then the jobs listed below and classified by types should provide a useful list for the consideration of those concerned with more effective understanding between 4-H leaders and agents regarding the kinds of activities in which leaders become involved. The large number of chore jobs in the list is noteworthy.

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[1] All leaders and three major types of leaders are included in this section. Because of small numbers organizational-only and assistant organizational-only leaders are excluded.

[2] Frank D. Alexander, Study of First-Year 4-H Leaders in a Sample of Counties of New York State: 1960-1961, Supplement to Extension Study No. 12, Office of Extension Studies, New York Extension Service, State Colleges of Agriculture and Home Economics, Units of the State University at Cornell University, Ithaca, New York, March, 1966.

[3] The largest number of all leaders doing any one job was 499.

Local Club Organization and Supervision

40.[1] Plan local 4-H events such as 4-H parties and achievement nights.
46. Enter exhibits at county fair.

Chores

53. Transport 4-H members to and/or from local 4-H Club meetings.
54. Transport 4-H members to and/or from local 4-H Club events.
58. Furnish food for local 4-H Club meetings.
59. Furnish food for local 4-H Club events
61. Prepare food or help prepare food for local 4-H Club events.
62. Transport projects to local 4-H Club events.
63. Transport projects to county 4-H Club events.
64. Transport projects to county fairs.
66. Clean up place after community 4-H events.
67. Clean up and/or arrange exhibit or judging area for members' project work at county fair or county achievement day.
68. Provide food or other materials for county 4-H events or activities.

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[1] The various lists of jobs presented in this section of the study have numbers accompanying each job. These are reference numbers which have been retained to facilitate the use of the material, especially in connection with supplementary report no. 12. (See footnote 2, page 88.)

Individual and Special Assistance

77. Do special work on a member's project that has possibility of winning an award.
79. Actually do some of the project work in order to get it finished.
80. Actually do some of the work on the project records in order to get them finished.

Morale Building

95. Lead recreation in local 4-H meetings.

First-year 4-H organizational leaders with projects. The 97 jobs to which the organizational leaders with projects reacted as to whether or not they had performed them were listed according to the number of this type of leader doing each job and by percent who did the job and should have according to their 4-H agents.[1] If more than 50 leaders doing a job is taken as a sufficiently large number to warrant attention[2] and if those jobs having from 0 to 29 percent should do as seen by 4-H agents of those leaders doing them are judged as representing considerable disagreement between leaders and their agents, then the jobs listed below and classified by types should provide a useful list for the consideration of those concerned with more effective understanding between 4-H organizational leaders with projects and agents regarding the kinds of activities in which these leaders become involved. The relatively large number of chore jobs in the list is noteworthy.

Local Club Organization and Supervision

40. Plan local 4-H events such as 4-H parties and achievement nights.
46. Enter exhibits at county fair.

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[1] Alexander, op. cit., p. 88.

[2] The largest number of this type of leader doing any one job was 207.

Chores

53. Transport 4-H members to and/or from local 4-H Club meetings
54. Transport 4-H members to and/or from local 4-H Club events.
58. Furnish food for local 4-H Club meetings.
59. Furnish food for local 4-H Club events.
60. Prepare food or help prepare food for local 4-H Club meetings.
61. Prepare food or help prepare food for local 4-H Club events.
62. Transport projects to local 4-H Club events.
63. Transport projects to county 4-H Club events.
64. Transport projects to county fairs.
66. Clean up place after community 4-H events.
67. Clean up and/or arrange exhibit or judging area for member's project work at county fair or county achievement day.

Individual and Special Assistance

77. Do special work on a member's project that has possibility of winning an award.
79. Actually do some of the project work in order to get it finished.

Morale Building

93. Lead singing at local 4-H Club events.
94. Lead singing at county 4-H Club events.
95. Lead recreation in local 4-H meetings.

First-year 4-H assistant organizational leaders with projects. The 97 jobs to which the assistant organizational leaders with projects reacted as to whether or not they had performed them were listed according to the number of this type of leader doing

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Errata

In footnote 1, pages 90,92,93,99, and 101 and footnote 2, pages 94 and 96, the page 88 refers to the page of this report on which the reference first appears and not to that page of the reference.

each job and by percent who did the job and should have according to their 4-H agents.[1] If more than 50 leaders doing a job is taken as a sufficiently large number to warrant attention,[2] and if those jobs having from 0 to 29 percent should do as seen by 4-H agents of those leaders doing them are judged as representing considerable disagreement between leaders and their agents, then the jobs listed below and classified by types should provide a useful list for the consideration of those concerned with more effective understanding between 4-H assistant organizational leaders with projects and agents regarding the kinds of activities in which these leaders become involved. The relatively large number of chore jobs in the list is noteworthy.

Local Club Organization and Supervision

40. Plan local 4-H events such as 4-H parties and achievement nights.
46. Enter exhibits at county fair.

Chores

53. Transport 4-H members to and/or from local 4-H Club meetings.
54. Transport 4-H members to and/or from local 4-H Club events.
58. Furnish food for local 4-H Club meetings.
59. Furnish food for local 4-H Club events.
61. Prepare food or help prepare food for local 4-H Club events.
62. Transport projects to local 4-H Club events.
63. Transport projects to county 4-H Club events.
64. Transport projects to county fairs.
66. Clean up place after community 4-H events.

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[1] Alexander, *op. cit.*, p. 88.

[2] The largest number of this type of leader doing any one job was 137.

First-year 4-H project-only leaders. The 97 jobs to which the project-only leaders reacted as to whether or not they had performed them were listed according to the number of this type of leader doing each job and by percent who did the job and should have according to their 4-H agents.[1] If more than 50 leaders doing a job is taken as a sufficiently large number to warrant attention,[2] and if those jobs having from 0 to 29 percent should do as seen by 4-H agents of those leaders doing them are judged as representing considerable disagreement between leaders and their agents, then the jobs listed below and classified by types should provide a useful list for the consideration of those concerned with more effective understanding between 4-H project-only leaders and agents regarding the kinds of activities in which these leaders become involved. The large number of chore jobs in the list is noteworthy.

Local Club Organization and Supervision

46. Enter exhibits at county fair.
52. Get materials needed for local 4-H events (parties, camp, etc.).

Chores

53. Transport 4-H members to and/or from local 4-H Club meetings.
54. Transport 4-H members to and/or from local 4-H Club events.
58. Furnish food for local 4-H Club meetings.
59. Furnish food for local 4-H Club events.
62. Transport projects to local 4-H Club events.
63. Transport projects to county 4-H Club events.
64. Transport projects to county fairs.
66. Clean up place after community 4-H events.

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[1] Alexander, op. cit., p. 88.

[2] The largest number of this type of leader doing any one job was 147.

Individual and Special Assistance

75. Provide project material for members to use when they forget to bring their own.
77. Do special work on a member's project that has possibility of winning an award.

Jobs with Relatively High Numbers of Leaders Not Performing Them and High Percentages of Leaders Should Have (According To Their 4-H Agents) and Did Not Perform Them of All Jobs Not Performed[1]

All first-year 4-H leaders. The 97 jobs to which all first-year 4-H leaders reacted as to whether or not they had performed them were listed according to the number of all leaders not performing each job and by percent of leaders who did not perform the job but should have according to their 4-H agents.[2] If more than 100 leaders not performing a job is taken as a sufficiently large number to warrant attention,[3] and if those jobs having from 80 to 100 percent should do as seen by 4-H agents of those leaders not doing them are judged as representing considerable disagreement (large extent of disapproval--should do related to did not do) between leaders and their agents, then the jobs listed below and classified by type should provide a useful list for the consideration of those concerned with better understanding between 4-H leaders and agents regarding the kinds of activities in which leaders become involved. Almost two fifths of the jobs in the list are related to teaching.

Teaching

7.[4] Give demonstrations at local 4-H Club meetings.

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[1] All leaders and three major types of leaders are included in this section. Because of small numbers organizational-only and assistant organizational-only leaders are excluded.

[2] Alexander, op. cit., p. 88.

[3] The largest number of all leaders not doing any one job was 516.

[4] See footnote 1, page 89.

8. Train members to demonstrate.
9. Train members to judge.
19. Show or teach 4-H members how to fill out their project records in local 4-H Club meetings.
24. Show or teach 4-H members how to fill out their project records individually.
25. Show or teach 4-H members how to fill out their project records as a group.
26. Discuss individually with 4-H members for whom leader is responsible, which 4-H project they should carry.
27. Discuss as a group with 4-H members for whom leader is responsible, which 4-H project they should carry.
28. Discuss individually with members their achievement at end of project year.
29. Discuss as a group with 4-H members their achievement at end of the project year.

Local Club Organization and Supervision

35. Persuade 4-H members to get their record books in on time.
41. Attend local 4-H Club events.
42. Chaperone local 4-H Club events.
47. Serve on county-wide (or district wide) 4-H committees of adults.
48. Fill out forms the county extension office asks for.
49. Have the club meet in leader's own home.
50. Attend local 4-H Club meetings held outside of leader's own home.

Representing 4-H and Promotional

74. Explain to parents what 4-H work is and what is expected of them.

Individual and Special Assistance

78. Counsel older 4-H members on personal problems.

Self Improvement[1]

82. Practice the giving of demonstrations before giving them at local 4-H Club meetings.
84. Attend 4-H leader training meetings in the community.
85. Attend 4-H district leader training.
86. Attend county-wide 4-H leader training meetings.
88. Attend 4-H leader association meetings.
89. Go to county extension office for materials or help.
90. Make telephone calls to county extension office for materials or help.
91. Receive county extension worker in own home to discuss 4-H work.

First-year organizational leaders with projects. The 97 jobs to which the first-year 4-H organizational leaders with projects reacted as to whether or not they had performed them were listed according to the number of this type of leader not performing each job and by percent who did not perform the job but should have according to their 4-H agents.[2] If more than 50 leaders not performing a job is taken as a sufficiently large number to warrant attention,[3] and if those jobs having from 80 to 100 percent should do as seen by 4-H agents of those leaders not doing them are judged as representing considerable disagreement (large extent of disapproval--should do as related to did not do) between leaders and their agents, then the jobs listed below and classified by type should provide a useful list for the consideration of those concerned with better understanding between 4-H organizational leaders with projects and agents regarding the kinds of activities in which these leaders become involved. About one third of the jobs in the list are related to teaching and another one third to local club organization and supervision.

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[1] It is possible that some of the self-improvement jobs which leaders failed to perform were not done because their was no opportunity for doing them, as for example, attending district leader training. Even though such opportunities were not available, the 4-H agents may have thought they should be.

[2] Alexander, op. cit., p. 88.

[3] The largest number of this type of leader not doing any one job was 205.

Teaching

6. Give talks at local 4-H Club meetings.
7. Give demonstrations at local 4-H Club meetings.
8. Train members to demonstrate.
9. Train members to judge.
11. Train members to preside.
13. Help 4-H members plan local 4-H events such as 4-H parties and achievement nights.
14. Supervise one or more 4-H community service activities.
20. Show or teach 4-H members how to fill out their project records in leader's own home.
24. Show or teach 4-H members how to fill out their project records individually.
26. Discuss individually with 4-H members for whom the leader is responsible which 4-H project they should carry.
28. Discuss individually with members their achievement at end of project year.
29. Discuss as a group with 4-H members their achievement at the end of the project year.

Local Club Organization and Supervision

30. Recruit 4-H members.
31. Assist in getting club started.
37. Help with local 4-H Club fund raising activities for 4-H Club work.
38. Attend local 4-H Club committee meetings held at different time than local 4-H Club meetings.
41. Attend local 4-H Club events.

42. Chaperone local 4-H Club events.
43. Order materials from firms, magazines and so forth for the use of 4-H members.
44. Ask other adults in community to help with 4-H work.
47. Serve on county-wide (or district wide) 4-H committees of adults.
50. Attend local 4-H Club meetings held outside of leader's own home.
52. Get materials needed for local 4-H Club events, parties, camp, etc.

Representing 4-H and Promotional

73. Explain 4-H work at adult meetings such as Grange, PTA, Church, etc.

Individual and Special Assistance

78. Counsel older 4-H members on personal problems.

Self Improvement

82. Practice the giving of demonstrations before giving them at local 4-H Club meetings.
84. Attend 4-H leader training meetings in the community.
85. Attend 4-H district leader training.
86. Attend county-wide 4-H leader training meetings.
87. Attend 4-H leader training meetings outside county.
88. Attend 4-H leader association meetings.
89. Go to the county extension office for materials or help.
90. Make telephone calls to county extension office for materials or help.
91. Receive county extension worker in own home to discuss 4-H work.

First-year assistant organizational leaders with projects. The 97 jobs to which the first-year 4-H assistant organizational leaders with projects reacted as to whether or not they had performed them were listed according to the number of this type of leader not performing each job and by percent who did not perform the job and should have according to their 4-H agents.[1] If more than 50 leaders not performing a job is taken as a sufficiently large number to warrant attention,[2] and if those jobs having from 80 to 100 percent should do as seen by the 4-H agents of those leaders not doing them are judged as representing considerable disagreement (large extent of disapproval--should do as related to did not do) between leaders and their agents, then the jobs listed below and classified by type should provide a useful list for the consideration of those concerned with better understanding between 4-H assistant organizational leaders with projects and agents regarding the kinds of activities in which these leaders become involved. About two fifths of the jobs in the list are related to teaching.

Teaching

6. Give talks at local 4-H Club meetings.
7. Give demonstrations at local 4-H Club meetings.
8. Train members to demonstrate.
9. Train members to judge.
10. Train members to lead recreation.
13. Help 4-H members plan local 4-H events such as 4-H parties and achievement nights.
14. Supervise one or more 4-H community service activities.
26. Discuss individually with 4-H members for whom the leader is responsible, which 4-H project they should carry.

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[1] Alexander, op. cit., p. 88.

[2] The largest number of this type of leader not doing any one job was 140.

28. Discuss individually with members their achievement at end of the project year.
29. Discuss as a group with 4-H members their achievement at end of the project year.

Local Club Organization and Supervision

30. Recruit 4-H members.
38. Attend local 4-H Club committee meetings held at different time than local 4-H Club meetings.
42. Chaperone local 4-H Club events.
47. Serve on county-wide (or district-wide) 4-H committees of adults.

Representing 4-H and Promotional

73. Explain 4-H work at adult meetings such as Grange, PTA, church, etc.
74. Explain to parents what 4-H work is and what is expected of them.

Individual and Special Assistance

78. Counsel older 4-H members on personal problems.

Self Improvement

82. Practice the giving of demonstrations before giving them at local 4-H Club meetings.
84. Attend 4-H leader training meetings in the community.
85. Attend 4-H district leader training.
86. Attend county-wide 4-H leader training meetings.
88. Attend 4-H leader association meetings.
89. Go to county extension office for materials or help.
90. Make telephone calls to county extension office for materials or help.
91. Receive county extension worker in own home to discuss 4-H work.

First-year 4-H project-only leaders. The 97 jobs to which the first-year 4-H project-only leaders reacted as to whether or not they had performed them were listed according to the number of this type of leader not performing each job and by percent who did not perform the job but should have according to their 4-H agents.[1] If more than 50 leaders not performing a job is taken as a sufficiently large number to warrant attention,[2] and if those jobs having from 80 to 100 percent should do as seen by the 4-H agents of those leaders not doing them are judged as representing considerable disagreement (large extent of disapproval--should do as related to did not do) between leaders and their agents, then the jobs listed below and classified by type should provide a useful list for the consideration of those concerned with better understanding between 4-H project-only leaders and agents regarding the kinds of activities in which these leaders become involved. Seven of the 17 jobs in the list deal with teaching and seven with self-improvement.

Teaching

7. Give demonstrations at local 4-H Club meetings.
8. Train members to demonstrate.
9. Train members to judge.
24. Show or teach 4-H members how to fill out their project records individually.
26. Discuss individually with 4-H members for whom the leader is responsible, which 4-H project they should carry.
27. Discuss as a group with 4-H members for whom the leader is responsible, which 4-H project they should carry.
29. Discuss as a group with 4-H members their achievement at the end of the project year.

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[1] Alexander, op. cit., p. 88.

[2] The largest number of this type of leader doing any one job was 154.

Erratum page 101

Footnote 2, insert the word, not, after the word, leader.

Local Club Organization and Supervision

35. Persuade 4-H members to get their record books in on time.

36. Select individual members to represent 4-H Club or to compete in some contest.

Individual and Special Assistance

78. Counsel older 4-H members on personal problems.

Self Improvement

82. Practice the giving of demonstrations before giving them at local 4-H Club meetings.

84. Attend 4-H leader training meetings in the community.

85. Attend 4-H district leader training.

86. Attend county-wide 4-H leader training meetings.

88. Attend 4-H leader association meetings.

89. Go to county extension office for materials or help.

90. Make telephone calls to county extension office for materials or help.

APPENDIX A

FORM FOR OBTAINING INFORMATION ON RECORDS OF LOCAL 4-H LEADERS AVAILABLE IN COUNTY FILES

FEDERAL EXTENSION SERVICE   Prepared by Laurel K. Sabrosky
U. S. Department of Agriculture   April 1960

RECORDS OF LOCAL 4-H LEADERS AVAILABLE IN COUNTY FILES

(To be filled out by the Extension Staff in each county in each of the Northeastern Region States)

Name of county ____________ State ___________ Date _______

1. During a year's time, do you receive in your office the names and addresses (or home locations) of each local 4-H Club leader in your county? . . . . . Yes _____ No _____
2. If NO, to what extent is your list for any given year complete? Almost complete _____ At least three-fourths complete _____ Less than three-fourths complete _____ ?
3. By what date of the year do you expect to have a complete list, or as complete a list as you do get? ______________
4. Do you try to have the names come in to you at a certain time, or do they come in at any time from the beginning of your 4-H Club year until the date you gave in answer to Question 3?
   At a certain time ____ (What month? ___) At any time _____
5. What 12-month period do you consider to be your "4-H Club year?" From ___________________ To ___________________
6. What is the earliest month in your 4-H year that clubs are organized? ____________________
7. What is the latest month in your 4-H year that clubs are organized? ____________________
8. Do your local 4-H Club leader records include tenure of the leader? Yes _____ No _____
9. How long do you keep your leader records after a leader has decided not to continue as a leader? For several years____ For 1 or 2 years ____ Discard as soon as we know _____ Other ________________________

10.a. If you were asked to send in to the State office a list of all of your first-year local 4-H Club leaders on a certain date, how long would it take you to complete this list from your office records? _____ hours

b. Would your available records be adequate for a complete list of first-year leaders, or would you have to know a year ahead of time and keep special records?
Present records adequate _____ Would need to keep special records _____

ER&T - 74 (4-60)

APPENDIX B

FORM FOR OBTAINING CENSUS OF 4-H CLUB LEADERS

FEDERAL EXTENSION SERVICE
U.S. Department of Agriculture

County ____________
State ____________
Date ____________

CENSUS OF 4-H CLUB LOCAL LEADERS IN NORTHEASTERN REGION

Club name	Name of leader	Sex		Tenure (Number years of 4-H leadership, including this year) (Check)										
		M	F	1	2	3	4	5	6	7	8	9	10	Over 10
No. different clubs	No. different leaders ...... Totals:													

Prepared by Laurel K. Sabrosky - September 1959.

ER&T - 147 (9-59)

FEDERAL EXTENSION SERVICE
USDA

September 1959
Prepared by:
Laurel K. Sabrosky

Definitions

Definition of a 4-H Club Local Leader:

In this Census, a 4-H Club Local Leader is a leader or co-leader or assistant leader or project leader of a local (or in some cases, a county-wide) 4-H Club. He or she must not, also, be a 4-H member--that is, carry any 4-H project, not even junior leadership. Temporary project teachers are not included, nor are sponsoring committee members, or persons who act as representatives of the county extension worker, or serve on advisory committees or councils but who are not actually responsible for a club, or some part of it. Leaders less than 21 years of age are included if they are not counted as 4-H Club members.

Definition of tenure:

The length of the project year for a 4-H Club is considered a "year" of tenure, although a person cannot be considered to have served more than 1 "year" of leadership within a 12-month period. Years as a "junior leader" cannot be counted. Years of 4-H leadership in another county or State should be counted, if known.

APPENDIX C

QUESTIONNAIRE FOR FIRST-YEAR 4-H LEADERS

Federal Extension Service
U.S. Department of Agriculture

Budget Bureau Clearance Waived
1961

STUDY FOR DEVELOPING TRAINING PROGRAMS FOR AND ASSISTANCE TO LOCAL 4-H CLUB LEADERS -- NORTHEASTERN STATES

1961-62

1. State ______________ 2. Club name ______________ 3. In ____________county

4.* Number of years this club has been a club ______________________________years

5. Leader's name ____

PART I.

SECTION A.

Check if you did or did not do		If you did it, check if you enjoyed it			Here are jobs that some local leaders do; but no local 4-H leader necessarily does all of them:	For each job check if you think it is or is not one you should do as a 4-H local leader regardless of whether you did it	
Yes (1)	No (2)	Yes (1)	To some extent (2)	No (3)		Yes (1)	No (2)
					1. Recruit 4-H Club members		
					2. Assist in getting club started		
					3. Transport 4-H members to and/or from:		
					a. Local 4-H Club meetings		
					b. Local 4-H Club events		
					4. Transport 4-H members to and/or from:		
					a. County 4-H Club events		
					b. District 4-H Club events		
					c. State 4-H Club events		
					5. Furnish food for:		
					a. Local 4-H Club meetings		
					b. Local 4-H Club events		
					6. Prepare food or help prepare food for:		
					a. Local 4-H Club meetings		
					b. Local 4-H Club events		
					7. Conduct the local 4-H Club business meetings		
					8. Train 4-H Club members to conduct 4-H Club business meetings:		
					a. Train each officer individually		
					b. Train all officers together		
					9. Keep discipline in 4-H Club meetings		

PART I, Section A - Continued

Check if you did or did not do		If you did it, check if you enjoyed it			Here are jobs that some local leaders do; but no local 4-H leader necessarily does all of them:	For each job check if you think it is or is not one you should do as a 4-H local leader regardless of whether you did it	
Yes (1)	No (2)	Yes (1)	To some extent (2)	No (3)		Yes (1)	No (2)
					10. Lead singing:		
___	___	___	___	___	a. In local 4-H Club meetings	___	___
___	___	___	___	___	b. At local 4-H Club events	___	___
___	___	___	___	___	c. At county 4-H Club events	___	___
					11. Train 4-H members to lead singing:	___	___
___	___	___	___	___	a. For local 4-H Club meetings	___	___
___	___	___	___	___	b. For local 4-H events	___	___
___	___	___	___	___	c. For county 4-H events	___	___
___	___	___	___	___	12. Give talks at local 4-H Club meetings	___	___
___	___	___	___	___	13. Provide project material for members to use when they forget to bring their own	___	___
___	___	___	___	___	14. Go with 4-H Club members to town, or elsewhere, to get their project materials	___	___
___	___	___	___	___	15. Do special work on a member's project that has possibility of winning an award	___	___
___	___	___	___	___	16. Persuade 4-H members to get their project work done in time	___	___
___	___	___	___	___	17. Keep up to date on subject matter of 4-H projects which you lead	___	___
___	___	___	___	___	18. Persuade 4-H members to get their 4-H record books in on time	___	___
___	___	___	___	___	19. Select individual members to represent 4-H Club, or to compete in some contest	___	___
					20. Lead recreation:		
___	___	___	___	___	a. In local 4-H Club meetings	___	___
___	___	___	___	___	b. At local 4-H Club events	___	___
___	___	___	___	___	c. At county 4-H Club events	___	___
___	___	___	___	___	21. Give demonstrations at local 4-H Club meetings	___	___
___	___	___	___	___	22. Practice the giving of demonstrations before giving them at local 4-H Club meetings	___	___
					23. Train members to:		
___	___	___	___	___	a. Demonstrate	___	___
___	___	___	___	___	b. Judge	___	___
___	___	___	___	___	c. Lead recreation	___	___
___	___	___	___	___	d. Preside	___	___
___	___	___	___	___	e. Keep secretary's book	___	___
					24. Transport projects (animals, foods, and so forth) To:		
___	___	___	___	___	a. Local 4-H events	___	___
___	___	___	___	___	b. County 4-H Club events	___	___

PART I, Section A - Continued

Check if you did or did not do		If you did it, check if you enjoyed it			Here are jobs that some local leaders do; but no local 4-H leader necessarily does all of them:	For each job check if you think it **is** or **is not** one you should do as a 4-H local leader regardless of whether you did it	
Yes (1)	No (2)	Yes (1)	To some extent (2)	No (3)		Yes (1)	No (2)
					c. County fairs		
					d. State 4-H Club events, fairs, and so forth		
					25. Help with local 4-H Club fund-raising activities for 4-H Club work		
					26. Attend local 4-H Club committee meetings held at different time than local 4-H Club meetings		
					27. Set up arrangements for community 4-H events		
					28. Clean up place after community 4-H events		
					29. Counsel older 4-H members on personal problems		
					30. Plan local 4-H events such as 4-H parties and achievement nights		
					31. Help 4-H members plan local 4-H events such as 4-H parties and achievement nights		
					32. Attend local 4-H Club events		
					33. Chaperone local 4-H Club events		
					34. Supervise one or more 4-H community service activities		
					35. Assist with:		
					a. Radio programs		
					b. TV programs		
					36. Serve as host family for 4-H Club members from other counties or States, or IFYE's		
					37. Order materials (written and other) from commercial firms, magazines, and so forth, for the use of 4-H members		
					38. Personally ask community people for money to support some 4-H project or event		
					39. Ask other adults in community to help with 4-H work		
					40. Explain 4-H work at adult meetings such as Grange, PTA, church, and so forth		
					41. Read the 4-H literature sent out, or given out, by county extension office		

PART I, Section A - Continued

Check if you did or did not do		If you did it, check if you enjoyed it			Here are jobs that some local leaders do; but no local 4-H leader necessarily does all of them:	For each job check if you think it is or is not one you should do as a 4-H local leader regardless of whether you did it	
Yes (1)	No (2)	Yes (1)	To some extent (2)	No (3)		Yes	No
___	___	___	___	___	42. Chaperone members to 4-H events away from local community	___	___
___	___	___	___	___	43. Enter exhibits in county fair	___	___
___	___	___	___	___	44. Clean up and/or arrange exhibit or judging area for members' project work at county fair or county 4-H achievement day	___	___
___	___	___	___	___	45. Serve as camp counsellor	___	___
___	___	___	___	___	46. Provide food or other materials for county 4-H events or activities	___	___
					47. Attend 4-H leader training meetings:		
___	___	___	___	___	a. Community How many times? ______	___	___
___	___	___	___	___	b. District (part of the county) How many times? ______	___	___
___	___	___	___	___	c. Countywide How many times? ______	___	___
___	___	___	___	___	d. Outside county How many times? ______	___	___
___	___	___	___	___	48. Attend 4-H leader-association meetings How many times? ______	___	___
___	___	___	___	___	49. Serve on countywide (or district-wide) 4-H committees of adults	___	___
___	___	___	___	___	50. Go to county extension office for materials or help	___	___
___	___	___	___	___	51. Make telephone calls to county extension office for materials or help	___	___
___	___	___	___	___	52. Receive county extension worker in own home to discuss 4-H work	___	___
___	___	___	___	___	53. Fill out forms the county extension office asks for	___	___
					54. Show or teach 4-H Club members how to do their project work:	___	___
___	___	___	___	___	a. At local 4-H Club meetings	___	___
___	___	___	___	___	b. In leader's own home, but not in club meetings	___	___
___	___	___	___	___	c. At member's home, but not in club meetings	___	___
					55. Show or teach 4-H members how to fill out their project records:		
___	___	___	___	___	a. In local 4-H Club meetings	___	___
___	___	___	___	___	b. In leader's own home	___	___
___	___	___	___	___	c. In member's home	___	___

PART I, SECTION B

Check the extent to which you did each job	If you did it, check if you enjoyed it			Here are jobs that some local leaders do, but no local 4-H leader necessarily does all of them to the same extent:	For each job, check the extent to which you should do it, regardless of how much you did do as a leader
	Yes (1)	To some extent (2)	No (3)		
				1. Have the club meet in leader's own home:	
(1)____				All of the meetings	(1)____
(2)____	___	___	___	Some of them	(2)____
(3)____				None of them	(3)____
				2. Attend local 4-H Club meetings held outside of leader's own home:	
(1)____				All or most of the meetings	(1)____
(2)____	___	___	___	Some of them	(2)____
(3)____				None of them	(3)____
				3. Get project materials needed by 4-H Club members	
(1)____				For most of members	(1)____
(2)____	___	___	___	For some of them	(2)____
(3)____				For none of them	(3)____
				4. Get materials needed for local 4-H Club events (parties, camp, etc.)	
(1)____				All or most of the events	(1)____
(2)____	___	___	___	Some of them	(2)____
(3)____				None of them	(3)____
				5. Show or teach 4-H Club members how to do their project work:	
				a. Individually:	
(1)____				All or most of the members in the project	(1)____
(2)____	___	___	___	Some of them	(2)____
(3)____				None of them	(3)____
				b. As a group:	
(1)____				All or most of the members in the project	(1)____
(2)____	___	___	___	Some of them	(2)____
(3)____				None of them	(3)____
				6. Actually do some of the project work in order to get it finished:	
(1)____				For all or most of the members in the project	(1)____
(2)____	___	___	___	For some of them	(2)____
(3)____				For none of them	(3)____
				7. Show or teach 4-H members how to fill out their project records:	
				a. Individually:	
(1)____				All or most of the members in the project	(1)____
(2)____	___	___	___	Some of them	(2)____
(3)____				None of them	(3)____

PART I, Section B - cont.

Check the extent to which you did each job	If you did it, check if you enjoyed it			Here are jobs that some local leaders do, but no local 4-H leader necessarily does all of them to the same extent:	For each job, check the extent to which you should do it, regardless of how much you did do as a leader.
	Yes (1)	To some extent (2)	No (3)		
				b. As a group:	
(1)____				(All or most of the members in the project ------	(1)________
(2)____	___	_____	___	(Some of them --------	(2)________
(3)____				(None of them --------	(3)________
				8. Actually do some of the work on the project records in order to get them finished:	
(1)____				(For all or most of the members in the project ---------	(1)________
(2)____	___	_____	___	(For some of them --------	(2)________
(3)____				(For none of them --------	(3)________
				9. Discuss with the 4-H members for whom the leader is responsible which 4-H project(s) they should carry:	
				a. With members individually:	
(1)____				(All or most of them ---	(1)________
(2)____	___	_____	___	(Some of them --------	(2)________
(3)____				(None of them --------	(3)________
				b. As a group:	
(1)____				(All or most of them ----	(1)________
(2)____	___	_____	___	(Some of them_--------	(2)________
(3)____				(None of them_--------	(3)________
				10. Discuss with 4-H members their 4-H achievement at end of project year:	
				a. Individually:	
(1)____				(All or most of the members	(1)________
(2)____	___	_____	___	(Some of them --------	(2)________
(3)____				(None of them --------	(3)________
				b. As a group:	
(1)____				(All or most of the members	(1)________
(2)____	___	_____	___	(Some of them_-------	(2)________
(3)____				(None of them_-------	(3)________
				11. Explain to parents what 4-H work is and what is expected of them:	
(1)____				(All or most of the parents	(1)________
(2)____	___	_____	___	(Some of them ---------	(2)________
(3)____	___	_____	___	(None of them ---------	(3)________

PART II.

1. Does the club usually meet: On school time . . . . . . (1)____________
On other than school time (2)____________

2. Place of leader's residence: (Check the one that best describes where you live)
(1)_____ On a farm from which you get half or more of your income.
(2)_____ On a farm from which you get less than half of your income.
(3)_____ In the country but not on a farm (rural nonfarm).
(4)_____ In a village that has a population of less than 2,500.
(5)_____ In a village or city that has a population of 2,500 to 10,000
(6)_____ Near the village of ____________ in a built-up or suburban area
(Name)
(7)_____ Near the city of ____________ in a built-up or suburban area.
(Name)
(8)_____ In a city that has a population of 10,000 or more.

3. Number of members in club: ....Boys_____ Girls_____ Total_____
4. Number of your own children in club: ....Boys_____ Girls_____ Total_____
5. Indicate the economic level of the majority (51 percent or more) of the members of your club, as it applies in your area:

Lower	Upper lower	Lower middle	Middle middle	Upper middle	Upper

6. Approximate number of club members who live:

Farm (1)	Rural nonfarm (2)	Village (3)	Sub-urban (4)	Urban (5)

7. a* When did your 4-H Club start its club year this year? (Month)________
b* When did, or will, the club finish its club year this year? (Month)________
c. How long did you expect you were to serve this year? ________(Months)
d. How long did you serve this year? (Month)________ to (Month)________
8. How many local club and/or project meetings have you attended this year?______
9. Number of other leaders for club (do not count junior leaders):
Men_____ Women_____

10. a. Your position as a leader:
b. Position and number of other leader(s) of your club:

(1) _____ Main leader or co-main leader ________
(2) _____ Assistant leader . . . . ________
(3) _____ Project leader . . . . ________
(4) ____________________ Other (specify) ____________________

11. Projects carried by club members for which you had responsibility for giving help:

Project(s)	Number of members carrying	Degree of competence you felt in these projects: Enough (1)	Some but not enough (2)	Hardly at all (3)

PART II - cont.

12. Training you received for 4-H leadership (methods and kinds of help or information):

a. Before first club meeting: ______________________________

____

____

____

____

____

____

____

____

b. During the year: ______________________________

____

____

____

____

____

____

____

13. Did you receive the National 4-H News? Yes (1) _______ No (2) _______

PART II - cont.

SUPPLEMENTARY INFORMATION

______________________ Name of leader

______________________ County

14. PLEASE INDICATE THE NUMBER OF YEARS YOU WERE A 4-H CLUB MEMBER. (Check only one.)

1. ____ Never a member
2. ____ 1 year
3. ____ 2 years
4. ____ 3 years
5. ____ 4 or more years

15. CHECK THE GROUP IN WHICH YOUR AGE FALLS: (Check only one.)

Under 20	20-24	25-29	30-34	35-44	45-54	55 or older

16. HOW MANY CHILDREN DO YOU HAVE AND WHAT IS THEIR 4-H CLUB STATUS? (Indicate number)

1. ____ Number that are 4-H Club members. (Presently)
2. ____ Number have been 4-H Club member. (Not presently)
3. ____ Number that are too young to be 4-H Club members.
4. ____ Total number of children.
5. ____ I am single.

17. HOW MUCH FORMAL EDUCATION HAVE YOU HAD? (Check highest one.)

1. ____ Grade school
2. ____ Some high school
3. ____ High school graduate
4. ____ Some college
5. ____ College graduate
6. Other ______________

Use in answering question 6, page 119

1. Farm - living on a farm from which parents make part or most of living
2. Rural nonfarm - 1. living on a farm but no part of living made from it
   2. living in open-country not on a farm
3. Village - living in a village of under 2500
4. Suburban - living in a built-up area around a place of 2500 or more
5. Urban - living in a place of 2500 or more

DEFINITION OF FIRST-YEAR LEADER INCLUDED IN THE NORTHEASTERN 4-H CLUB STUDY OF FIRST-YEAR LEADERS

In this study, a 4-H Club Local Leader is a leader, co-leader, assistant leader, or project leader of a local 4-H Club (or, in some cases, of a district-wide or county-wide 4-H Club). Local leaders are usually those listed on club records as their leaders. A person, to be a leader, either has responsibility for the club or for one or more projects, or is a full-time assistant to the person responsible for the club or for one or more projects. Age has nothing to do with whether a person is a leader, as long as he is not also a 4-H Club member.

DO NOT INCLUDE:

(1) Leaders who are also 4-H Club members, even if the only project they carry is the junior leadership project.

(2) Resource people who are asked to teach one phase of the project but have no responsibility for deciding whether that phase should even be included in the project. Such a person (a resource person) often teaches in just one meeting, or in a very few meetings.

(3) Sponsoring committee members or persons who act as representatives of the county extension worker, or serve on advisory committees or councils, but who are not actually responsible for a club or some part of it.

What a *first-year* leader is:

For this study, a first-year leader is a local leader who has started his first year as a leader during the year studied. Years of experience as a junior 4-H leader are not counted. The time when a person drops out of 4-H Club work as a member and becomes only a local 4-H leader is the beginning of his first year, for this study. If the leader has had experience as a local leader in another county or State prior to being a leader in the county included in the study, he *is not* a first-year leader and should *not* be included. The month when the first-year leader starts and the month he quits (should he quit before the project year is ended) make no difference, as long as his starting month is within the year studied.

Even though a leader may have dropped out of 4-H Club work early in the project year, or started very late in the project year, include him in the study. Whether or not his questionnaire can be used will be determined when the data are analyzed.

APPENDIX D

QUESTIONNAIRE FOR 4-H AGENTS

4-H CLUB AGENT'S AND STATE LEADER'S PERCEPTIONS OF THE JOB OF 4-H CLUB LEADERS

Personal information

1. Name ______________ 2. County (For agents only) ________

3. Male _____; Female _____

4. Age _____

5. Number of years:

   a. You have worked as a 4-H Club agent: _____ years

   b. You have worked as a 4-H Club agent in this county (for agents only) _____ years

   c. You have worked as a 4-H Club state leader (state leaders only) _____ years

6. Number of years:

   a. You were a 4-H Club adult local leader: _____ years

   b. You were a 4-H Club junior leader: _____ years

   c. You were a 4-H Club member: _____ years

7. College degrees (check)

   a. B.S. or B.A. ___; Major subject (write in) __________

   Minor subject (write in) __________

   b. M.S. or M.A. ___; Major subject (write in) __________

   Minor subject (write in) __________

Jobs of 4-H Club Leaders

SECTION A

Here are jobs that some local leaders do; but no local 4-H leader necessarily does all of them.

Agents: If a given job does not presently apply in your county, assume that it does and check it. State leaders do the same.

Check for each job the kind of 4-H leaders which you think should do the job. Check as many kinds as you want to.

	Kinds of leaders					
	(1) Leader responsible for organization only	(2) Organization leader who also carries projects	(3) Asst. leader responsible for organization only	(4) Assistant organization leader who also carries projects	(5) Leader responsible for project or projects only	(6) None of these classes should do it
1. Recruit 4-H Club members	____	____	____	____	____	____
2. Assist in getting club started	____	____	____	____	____	____
3. Transport 4-H members to and/or from:						
a. Local 4-H Club meetings	____	____	____	____	____	____
b. Local 4-H Club events	____	____	____	____	____	____
4. Transport 4-H members to and/or from:						
a. County 4-H Club events	____	____	____	____	____	____
b. District 4-H Club events	____	____	____	____	____	____
c. State 4-H Club events	____	____	____	____	____	____

Here are jobs that some local leaders do; but no local 4-H leader necessarily does all of them.

Check for each job the kind of 4-H leader which you think should do the job. Check as many kinds as you want to.

Agents: If a given job does not presently apply in your county, assume that it does and check it. State leaders do the same.

	Kinds of leaders					
	(1) Leader responsible for organization only	(2) Organization leader who also carries projects	(3) Asst. leader responsible for organization only	(4) Assistant organization leader who also carries projects	(5) Leader responsible for project or projects only	(6) None of these classes should do it
5. Furnish food for:						
a. Local 4-H Club meeting	____	____	____	____	____	____
b. Local 4-H Club events	____	____	____	____	____	____
6. Perpare food or help prepare food for:						
a. Local 4-H Club meetings	____	____	____	____	____	____
b. Local 4-H Club events	____	____	____	____	____	____
7. Conduct the local 4-H Club business meetings	____	____	____	____	____	____
8. Train 4-H Club members to conduct 4-H Club business meetings:						
a. Train each officer individually	____	____	____	____	____	____
b. Train all officers together	____	____	____	____	____	____
9. Keep discipline in 4-H Club meetings	____	____	____	____	____	____

Here are jobs that some local leaders do; but no local 4-H leader necessarily does all of them.

Check for each job the kind of 4-H leaders which you think should do the job. Check as many kinds as you want to.

Agents: If a given job does not presently apply in your county, assume that it does and check it. State leaders do the same.

	Kinds of leaders					
	(1) Leader responsible for organization only	(2) Organization leader who also carries projects	(3) Asst. leader responsible for organization only	(4) Assistant organization leader who also carries projects	(5) Leader responsible for project or projects only	(6) None of these classes should do it
10. Lead singing:						
a. In local 4-H Club meetings						
b. At local 4-H Club events						
c. At county 4-H Club events						
11. Train 4-H members to lead singing:						
a. For local 4-H Club meetings						
b. For local 4-H events						
c. For county 4-H events						
12. Give talks at local 4-H Club meetings						
13. Provide project material for members to use when they forget to bring their own						
14. Go with 4-H Club members to town, or elsewhere, to get their project materials						

Here are jobs that some local leaders do; but no local 4-H leader necessarily does all of them.

Check for each job the kind of 4-H leaders which you think should do the job. Check as many kinds as you want to.

Agents: If a given job does not presently apply in your county, assume that it does and check it. State leaders do the same.

	Kinds of leaders					
	(1) Leader responsible for organization only	(2) Organization leader who also carries projects	(3) Asst. leader responsible for organization only	(4) Assistant organization leader who also carries projects	(5) Leader responsible for project or projects only	(6) None of these classes should do it
15. Do special work on a member's project that has possibility of winning an award						
16. Persuade 4-H members to get their project work done in time						
17. Keep up to date on subject matter of 4-H projects which you lead						
18. Persuade 4-H members to get their 4-H record books in on time						
19. Select individual members to represent 4-H Club, or to compete in some contest						
20. Lead recreation:						
a. In local 4-H Club meetings						
b. At local 4-H Club events						
c. At county 4-H Club events						
21. Give demonstrations at local 4-H Club meetings						

3

Here are jobs that some local leaders do; but no local 4-H leader necessarily does all of them.

Check for each job the kind of 4-H leaders which you think should do the job. Check as many classes as you want to.

Agents: If a given job does not presently apply in your county, assume that it does and check it. State leaders do the same.

	Kinds of leaders					
	(1)	(2)	(3)	(4)	(5)	(6)
	Leader responsible for organization only	Organization leader who also carries projects	Asst. leader responsible for organization only	Assistant organization leader who also carries projects	Leader responsible for project or projects only	None of these classes should do it
22. Practice the giving of demonstrations before giving them at local 4-H Club meetings	____	____	____	____	____	____
23. Train members to:						
a. Demonstrate	____	____	____	____	____	____
b. Judge	____	____	____	____	____	____
c. Lead recreation	____	____	____	____	____	____
d. Preside	____	____	____	____	____	____
e. Keep secretary's book	____	____	____	____	____	____
24. Transport projects (animals, foods, and so forth) to:						
a. Local 4-H events	____	____	____	____	____	____
b. County 4-H Club events	____	____	____	____	____	____
c. County fairs	____	____	____	____	____	____
d. State 4-H Club events, fairs, and so forth	____	____	____	____	____	____

Here are joos that some local leaders do; but no local 4-H leader necessarily does all of them.

Agents: If a given job does not presently apply in your county, assume that it does and check it. State leaders do the same.

Check for each job the kind of 4-H leaders which you think should do the job. Check as many classes as you want to.

	Kinds of leaders					
	(1)	(2)	(3)	(4)	(5)	(6)
	Leader responsible for organization only	Organization leader who also carries projects	Asst. leader responsible for organization only	Assistant organization leader who also carries projects	Leader responsible for project or projects only	None of these classes should do it
25. Help with local 4-H Club fund raising activities for 4-H Club work	______	______	______	______	______	______
26. Attend local 4-H Club committee meetings held at different time than local 4-H Club meetings	______	______	______	______	______	______
27. Set up arrangements for community 4-H events	______	______	______	______	______	______
28. Clean up place after community 4-H events	______	______	______	______	______	______
29. Counsel older 4-H members on personal problems	______	______	______	______	______	______
30. Plan local 4-H events such as 4-H parties and achievement nights	______	______	______	______	______	______
31. Help 4-H members plan local 4-H events such as 4-H parties and achievement nights	______	______	______	______	______	______
32. Attend local 4-H Club events	______	______	______	______	______	______

Here are jobs that some local leaders do; but no local 4-H leader necessarily does all of them.

Check for each job the kind of 4-H leaders which you think should do the job. Check as many kinds as you want to.

Agents: If a given job does not presently apply in your county, assume that it does and check it. State leaders do the same.	Kinds of leaders (1) Leader responsible for organization only	(2) Organization leader who also carries projects	(3) Asst. leader responsible for organization only	(4) Assistant organization leader who also carries projects	(5) Leader responsible for project or projects only	(6) None of these classes should do it
33. Chaperone local 4-H Club events	___	___	___	___	___	___
34. Supervise one or more 4-H community service activities	___	___	___	___	___	___
35. Assist with:						
a. Radio programs	___	___	___	___	___	___
b. TV programs	___	___	___	___	___	___
36. Serve as host family for 4-H Club members from other counties or states, or IFYE's	___	___	___	___	___	___
37. Order materials (written and other) from commercial firms, magazines, and so forth, for the use of 4-H members	___	___	___	___	___	___
38. Personally ask community people for money to support some 4-H project or event	___	___	___	___	___	___
39. Ask other adults in community to help with 4-H work	___	___	___	___	___	___

Here are jobs that some local leaders do; but no local 4-H leader necessarily does all of them.

Check for each job the kind of 4-H leaders which you think should do the job. Check as many kinds as you want to.

Agents: If a given job does not presently apply in your county, assume that it does and check it. State leaders do the same.

	Kinds of leaders					
	(1) Leader responsible for organization only	(2) Organization leader who also carries projects	(3) Asst. leader responsible for organization only	(4) Assistant organization leader who also carries projects	(5) Leader responsible for project or projects only	(6) None of these classes should do it
40. Explain 4-H work at adult meetings such as Grange, PTA, church and so forth	___	___	___	___	___	___
41. Read the 4-H literature sent out or given out, by county extension office	___	___	___	___	___	___
42. Chaperone members to 4-H events away from local community	___	___	___	___	___	___
43. Enter exhibits in county fair	___	___	___	___	___	___
44. Clean up and/or arrange exhibit or judging areas for members' project work at county fair or county 4-H achievement day	___	___	___	___	___	___
45. Serve as camp counselor	___	___	___	___	___	___
46. Provide food or other materials for county 4-H events or activities	___	___	___	___	___	___

Here are jobs that some local leaders do; but no local 4-H leader necessarily does all of them.

Check for each job the kind of 4-H leaders which you think should do the job. Check as many kinds as you want to.

Agents: If a given job does not presently apply in your county, assume that it does and check it. State leaders do the same.

	Kinds of leaders					
	(1) Leader responsible for organization only	(2) Organization leader who also carries projects	(3) Asst. leader responsible for organization only	(4) Assistant organization leader who also carries projects	(5) Leader responsible for project or projects only	(6) None of these classes should do it
47. Attend 4-H leader training meetings:						
a. Community	______	______	______	______	______	______
b. District (part of the county)	______	______	______	______	______	______
c. Countywide	______	______	______	______	______	______
d. Outside county	______	______	______	______	______	______
48. Attend 4-H leader-association meetings	______	______	______	______	______	______
49. Serve on countywide (or district-wide) 4-H committees of adults	______	______	______	______	______	______
50. Go to county extension office for materials or help	______	______	______	______	______	______
51. Make telephone calls to county extension office for materials or help	______	______	______	______	______	______
52. Receive county extension worker in own home to discuss 4-H work	______	______	______	______	______	______
53. Fill out forms the county extension office asks for	______	______	______	______	______	______

Here are jobs that some local leaders do; but no local 4-H leader necessarily does all of them.

Agents: If a given job does not presently apply in your county, assume that it does and check it. State leaders do the same.

Check for each job the kind of 4-H leaders which you think should do the job. Check as many kinds as you want to.

	Kinds of leaders					
	(1) Leader responsible for organization only	(2) Organization leader who also carries projects	(3) Asst. leader responsible for organization only	(4) Assistant organization leader who also carries projects	(5) Leader responsible for project or projects only	(6) None of these classes should do it
54. Show or teach 4-H Club members how to do their project work:						
a. At local 4-H Club meetings	____	____	____	____	____	____
b. In leader's own home but not in club meetings	____	____	____	____	____	____
c. At member's home, but not in club meetings	____	____	____	____	____	____
55. Show or teach 4-H members how to fill out their project records:						
a. In local 4-H Club meetings	____	____	____	____	____	____
b. In leader's own home	____	____	____	____	____	____
c. In member's home	____	____	____	____	____	____

SECTION B

Here are jobs that some local leaders do; but no local 4-H leader necessarily does all of them.

Agents: If a given job does not presently apply in your county, assume that it does and check it. State leaders do the same.

For each job check the extent that each kind of 4-H leader should do it. Check for each kind one of the three levels of extent, that is: (1) all or most, (2) some, and (3) none.

	Kinds of leaders				
	(1) Leader responsible for organization only	(2) Organization leader who also carries projects	(3) Assistant leader responsible for organization only	(4) Assistant organization leader who also carries projects	(5) Leader responsible for project or projects only
1. Have the club meet in the leader's own home:					
(1) All or most of the meetings	______	______	______	______	______
(2) Some of them	______	______	______	______	______
(3) None of them	______	______	______	______	______
2. Attend local 4-H Club meetings held outside of the leader's own home:					
(1) All or most of the meetings	______	______	______	______	______
(2) Some of them	______	______	______	______	______
(3) None of them	______	______	______	______	______
3. Get project materials needed by 4-H Club members:					
(1) For all or most of members	______	______	______	______	______
(2) For some of them	______	______	______	______	______
(3) For none of them	______	______	______	______	______

Here are jobs that some local leaders do: but no local 4-H leader necessarily does all of them.

For each job check the extent that each kind of 4-H leader should do it. Check for each kind one of the three levels of extent, that is: (1) all or most, (2) some, and (3) none.

Agents: If a given job does not presently apply in your county, assume that it does and check it. State leaders do the same.

	Kinds of leaders				
	(1)	(2)	(3)	(4)	(5)
	Leader responsible for organization only	Organization leader who also carries projects	Assistant leader responsible for organization only	Assistant organization leader who also carries projects	Leader responsible for project or projects only
4. Get materials needed for local 4-H Club events (parties, camp, etc.):					
(1) All or most of the events	____	____	____	____	____
(2) Some of them	____	____	____	____	____
(3) None of them	____	____	____	____	____
5. Show or teach 4-H Club members how to do their project work:					
a. Individually:					
(1) All or most of the members in the project	____	____	____	____	____
(2) Some of them	____	____	____	____	____
(3) None of them	____	____	____	____	____
b. As a group:					
(1) All or most of the members in the project	____	____	____	____	____
(2) For some of them	____	____	____	____	____
(3) None of them	____	____	____	____	____

Here are jobs that some local leaders do; but no local 4-H leader necessarily does all of them.

For each job check the extent that each kind of 4-H leader should do it. Check for each kind one of the three levels of extent, that is: (1) all or most, (2) some, and (3) none.

Agents: If a given job does not presently apply in your county, assume that it does and check it. State leaders do the same.

	Kinds of leaders				
	(1) Leader responsible for organization only	(2) Organization leader who also carries projects	(3) Assistant leader responsible for organization only	(4) Assistant organization leader who also carries projects	(5) Leader responsible for project or projects only
6. Actually do some of the project work in order to get it finished:					
(1) For all or most of the members in the project	____	____	____	____	____
(2) For some of them	____	____	____	____	____
(3) For none of them	____	____	____	____	____
7. Show or teach 4-H members how to fill out their project records:					
a. Individually:					
(1) All or most of the members in the project	____	____	____	____	____
(2) Some of them	____	____	____	____	____
(3) None of them	____	____	____	____	____
b. As a group:					
(1) All or most of the members in the project	____	____	____	____	____
(2) Some of them	____	____	____	____	____
(3) None of them	____	____	____	____	____

Here are jobs that some local leaders do; but no local 4-H leader necessarily does all of them.

Agents: If a given job does not presently apply in your county, assume that it does and check it. State leaders do the same.

For each job check the extent that each kind of 4-H leader should do it. Check for each kind one of the three levels of extent, that is: (1) all or most, (2) some, and (3) none.

	Kinds of leaders				
	(1) Leader responsible for organization only	(2) Organization leader who also carries projects	(3) Assistant leader responsible for organization only	(4) Assistant organization leader who also carries projects	(5) Leader responsible for project or projects only
8. Actually do some of the work on the project records in order to get them finished:					
(1) For all or most of the members in the project	____	____	____	____	____
(2) For some of them	____	____	____	____	____
(3) For none of them	____	____	____	____	____
9. Discuss with the 4-H members for whom the leader is responsible which 4-H project(s) they should carry:					
a. With members individually:					
(1) All or most of them	____	____	____	____	____
(2) Some of them	____	____	____	____	____
(3) None of them	____	____	____	____	____
b. As a group:					
(1) All or most of them	____	____	____	____	____
(2) Some of them	____	____	____	____	____
(3) None of them	____	____	____	____	____

Here are jobs that some local leaders do; but no local 4-H leader necessarily does all of them.

For each job check the extent that each kind of 4-H leader should do it. Check for each kind one of the three levels of extent, that is: (1) all or most, (2) some, and (3) none.

Agents: If a given job does not presently apply in your county, assume that it does and check it. State leaders do the same.

	Kinds of leaders				
	(1) Leader responsible for organization only	(2) Organization leader who also carries projects	(3) Assistant leader responsible for organization only	(4) Assistant organization leader who also carries projects	(5) Leader responsible for project or projects only
10. Discuss with 4-H members their 4-H achievement at end of project year:					
a. Individually:					
(1) All or most of the members	____	____	____	____	____
(2) Some of them	____	____	____	____	____
(3) None of them	____	____	____	____	____
b. As a group:					
(1) All or most of the members	____	____	____	____	____
(2) Some of them	____	____	____	____	____
(3) None of them	____	____	____	____	____
11. Explain to parents what 4-H work is and what is expected of them:					
(1) All or most of the parents	____	____	____	____	____
(2) Some of them	____	____	____	____	____
(3) None of them	____	____	____	____	____

APPENDIX E

STATISTICAL FORMULAS USED IN STUDY

Chi-Square Formula

$X^2 = NP - N$

where N = total number in sample

and P = an intermediate measure

For calculation of this see page 373 of *Statistics for Sociologists* by M. J. Hagood and D. O. Price; Holt, Rinehart and Winston, Revised Edition, 1960. For Chi-Square table giving probabilities see Appendix Table E, page 561, same text.

Formula for Analysis of Variance

$$F = \frac{\text{greater mean square variance}}{\text{lesser mean square variance}}$$

For distribution of F see Table 10.3, pages 184-187 in *Statistical Methods* by George W. Snedecor, Third Edition, 1940, The Collegiate Press, Inc.

Formula for Test of Degree of Association for Chi-Square

$$\phi^2 = \frac{X^2}{N}$$

$$T^2 = \frac{\phi^2}{\sqrt{(s - 1)\ (t - 1)}}$$

where s = number of rows

t = number of columns

See pages 370 and 371 of *Statistics for Sociologists*, by Margaret J. Hagood and Daniel O. Price, 1960 Revised Edition, 1962, Holt, Rinehart and Winston.

Yates' Formula for Correction for X^2

$$X^2 = \sum \frac{(|fo - fe| - .5)^2}{fe}$$

where fo = observed frequency

fe = expected frequency

See page 154, *Information and Error* by Solomon Diamond, 1959, Basic Books, Inc.

Formula for t Test

$$t = \frac{M_1 - M_2}{\sqrt{\frac{s^2}{N_1} + \frac{s^2}{N_2}}}$$

where M_1 = mean of sample 1

M_2 = mean of sample 2

N_1 = number in sample 1

N_2 = number in sample 2

and $$s^2 = \frac{\sum (X - M_1)^2 + \sum (X - M_2)^2}{N_1 + N_2 - 2}$$

See pages 102 and 103 of Psychological Statistics by Quinn McNemar, 1962, John Wiley and Sons, Inc. for further discussion.

Formula for Testing Significance of Difference Between Mean Scores of 16 Personality Factors for Males and Females of 4-H Sample and Adult Males and Females of General Population

$$\frac{X}{\sigma} = \frac{\bar{X} - \bar{X}_p}{\sigma_{\bar{X}}}$$

$\frac{X}{\sigma}$ = a deviation divided by its standard error

$\bar{X}$ = the arithmetic mean of a sample

$\bar{X}_p$ = the arithmetic mean of a population

$\sigma_{\bar{X}}$ = the standard error of $\bar{X}$

To obtain $\sigma_{\bar{X}}$ we use this formula:

$$\sigma_{\bar{X}} = \frac{\sigma}{\sqrt{N}}$$

where σ = the standard deviation of a population

and N = the number of items in a sample

when $\frac{X}{\sigma}$ is obtained refer to Appendix H, p. 749 in 2nd edition of Applied General Statistics, F. E. Croxton and D. J. Cowden, Prentice Hall, Inc. 1955 for P value.

APPENDIX F

EXPLANATION OF THE SIXTEEN PERSONALITY FACTORS

THE SIXTEEN PERSONALITY FACTORS[1]

(Low Scoring) **Factor A** (High Scoring)

(Range of raw scores from 0-12)

ALOOF (Schizothymia). . . . . . . .versus . . .OUTGOING, WARM (Cyclothymia)

The person who scores low on Factor A tends to be stiff, cool, aloof. He likes things rather than people, working alone, and avoidance of clash of viewpoints. He is apt to be precise and "rigid" in his way of doing things and in personal standards, and in many occupations these are desirable traits. He may tend, at times, to be critical, obstructive, or hard.

The person who scores high on Factor A tends to be good-natured, easy-going, ready to cooperate, attentive to people, soft-hearted, kindly, trustful, adaptable. He likes occupations dealing with people and socially impressive situations. He readily forms active groups. He is generous in personal relations, less afraid of criticism, better able to remember names of people. But he is often less dependable in precision work and in obligations.

Factor B

(Range of raw score from 0-8)

LOW GENERAL ABILITY[2]. . . . . .versus . . . . . HIGH GENERAL ABILITY[2]

The person scoring low on Factor B tends to be slow to learn and grasp, dull, sluggish. He tends to have little taste or capacity for the higher forms of knowledge, and to be somewhat boorish and rude.

The person who scores high on Factor B tends to be quick to grasp ideas, a fast learner, intelligent. He is usually persevering, conscientious, cultured, a man with character.

Factor C

(Range of raw scores from 0-12)

EMOTIONAL (General Instability). . versus . . . . . MATURE (Ego Strength)

The person who scores low on Factor C tends to be emotionally immature, lacking in frustration tolerance, changeable, evasive, neurotically fatigued, prone to worry, easily annoyed by things and people, generally dissatisfied, having various neurotic symptoms (phobias, sleep disturbances, psychosomatic complaints, etc.)

The person who scores high on Factor C tends to be emotionally mature, stable, calm, phlegmatic, realistic about life, placid, possessing ego strength, having an integrated philosophy of life, better able to maintain high group morale.

---

[1] Cattell, Raymond B., Research Professor in Psychology, Univ. of Ill., published by the Institute for Personality and Ability Testing, 1602-04 Coronado Drive, Champaign, Ill., 1956.

[2] Designations for this factor have been slightly modified by the author.

Factor E

(Range of raw scores from 0-12)

SUBMISSIVE (Submission) . . . . . .versus . . . . . .DOMINANT (Dominance)

The person who scores low on Factor E tends to be dependent, a follower, to lean on others in making decisions and taking action, to go along with the group. He is often soft-hearted, expressive, and tends to be easily upset.	The person who scores high on Factor E tends to be ascendant, self-assured, assertive, independent-minded, bold and courageous in his approach to situations. He may at times be hard, stern, solemn, unconventional, tough-minded.

Factor F

(Range of raw scores from 0-12)

GLUM, SILENT (Desurgency) . . . . .versus . . . . ENTHUSIASTIC (Surgency)

The person who scores low on Factor F tends to be taciturn, reticent, introspective. He is sometimes incommunicative, melancholic, anxious, depressed, smug, languid, slow.	The person who scores high on this trait tends to be cheerful, talkative, frank, expressive, quick, alert, unperturbable. He is frequently chosen as an elected leader.

Factor G

(Range of raw scores from 0-12)

CASUAL (Weakness of Character). . .versus . . CONSCIENTIOUS (Super-Ego Strength)

The person who scores low on Factor G tends to be fickle, irresolute, unsteady, undependable, quitting. He is sometimes demanding, impatient, indolent, obstructive, lacking in internal standards.	The person who scores high on Factor G tends to be strong in character, responsible, determined, persevering, consistent, planful, energetic, cautious, well-organized. He is usually conscientious, attentive to others, emotionally mature. He has a high regard for moral standards, and prefers efficient people to other companions.

Factor H

(Range of raw scores from 0-12)

TIMID (Withdrawn Schizothymia). . .versus . . ADVENTUROUS (Adventurous Cyclothymia)

The person who scores low on this trait tends to be shy, withdrawing, cautious, retiring, cool, aloof. He usually has inferiority feelings. He tends to be slow and impeded in speech and in expressing himself, dislikes occupations with personal contacts, prefers one or two close friends to large groups, and is not able to keep in contact with all that is going on around him.	The person who scores high on Factor H tends to be sociable, participating, ready to try new things, spontaneous, abundant in emotional response. He is able to face wear and tear in dealing with people and gruelling emotional situations, without fatigue. However, he can be careless of detail, ignore danger signals, and consume much time talking. He may be artistic, poetic or sentimental, and active in interest in the opposite sex.

Factor I

(Range of raw scores from 0-12)

TOUGH (Toughness) . . . . .versus . . . . SENSITIVE (Sensitivity)

The person who scores low on Factor I tends to be practical, realistic, masculine, independent, responsible. He is sometimes phlegmatic, hard, cynical, smug. He tends to keep a group operating on a practical and realistic basis.

The person who scores high on Factor I tends to be tender-minded, imaginative, introspective, artistic, fastidious, excitable. He is sometimes demanding, impatient, dependent, impractical. He dislikes crude people and rough occupations. He tends to slow up group performance, and to upset group morale by negative remarks.

Factor L

(Range of raw scores from 0-12)

TRUSTFUL (Lack of Paranoid Tendency) . . . . versus .SUSPECTING (Paranoid Tendency)

The person who scores low on Factor L tends to be free of jealous tendencies, adaptable, cheerful, composed, concerned about other people, a good team worker.

The person who scores high on Factor L tends to be mistrusting and doubtful. He is often involved in his own ego, is self-opinionated, and interested in internal, mental life. He is usually deliberate in his actions, unconcerned about other people, a poor team member.

Factor M

(Range of raw scores from 0-12)

CONVENTIONAL (Practical Concernedness) . . . . . .versus . ECCENTRIC (Bohemian Unconcern)

The person who scores low on Factor M tends to be conscientious, anxious to do the right thing, practical. He is easily concerned and expressive, and able to keep his head in emergencies. He is often rather narrowly correct.

The person who scores high on Factor M tends to be unconventional, unconcerned, bohemian, egocentric, sensitive, imaginative. He sometimes makes emotional scenes, is somewhat irresponsible, impractical, undependable. He is often rejected in group situations.

Factor N

(Range of raw scores from 0-12)

SIMPLE (Naive Simplicity) . . . . .versus .SOPHISTICATED (Sophistication)

The person who scores low on Factor N tends to be unsophisticated and simple. He is easily pleased and sometimes crude and awkward.

The person who scores high on Factor N tends to be polished, experienced, worldly. He is sometimes aloof, fastidious, hard-headed, analytical. He has an intellectual, unsentimental approach to situations.

Factor O

(Range of raw scores from 0-12)

CONFIDENT (Freedom from Anxiety). .versus . .INSECURE (Anxious Insecurity)

The person who scores low on Factor O tends to be placid, calm, with unshakable nerve. He has a mature, unanxious confidence in himself and his capacity to deal with things.	The person who scores high on Factor O tends to be depressed, moody, a worrier, suspicious, brooding, avoiding people, perturbed by his own mood changes. He has a childlike tendency to anxiety in difficulties. He does not feel accepted in groups or free to participate.

Factor Q_1

(Range of raw scores from 0-12)

CONSERVATIVE (Conservatism) . . . .versus . . .EXPERIMENTING (Radicalism)

The person who scores low on Factor Q_1 tends to be overly cautious and moderate. He is opposed to any change.	The person who scores high on Factor Q_1 tends to be interested in intellectual matters and fundamental issues. He frequently takes issue with ideas, either old or new. He tends to be more well informed, less inclined to moralize and more inclined to experiment in life generally, more tolerant of inconveniences.

Factor Q_2

(Range of raw scores from 0-12)

DEPENDENT (Group Dependence) . . . versus . SELF-SUFFICIENT (Self-Sufficiency)

The person who scores low on Factor Q_2 prefers to work and make decisions with other people, likes social approval and admiration. He tends to be conventional and may be lacking in resolution.	The person who scores high on Factor Q_2 tends to be independent, resolute, accustomed to going his own way, making decisions and taking action on his own. He is not, however, necessarily dominant in his relations with others (see Factor E).

Factor Q_3

(Range of raw scores from 0-12)

LAX (Lack of Stability) . . . . . .versus . . . CONTROLLED (Will Control)

The person who scores low on Factor Q_3 tends to lack will control and character stability. He is not too considerate, careful, or conscientious.	The person who scores high on Factor Q_3 tends to have strong control of his emotions and general behavior, is inclined to be considerate, careful, and conscientious. He sometimes tends, however, to be obstinate. Effective leaders are high on Q_3.

Factor Q_4

(Range of raw scores from 0-12)

STABLE (Relaxation) . . . . .versus . . . . TENSE (Somatic Anxiety)

The person who scores low on Factor Q_4 tends to have a good emotional stability and freedom from the various nervous and instability symptoms.	The person who scores high on Factor Q_4 tends to be tense, excitable, restless, fretful, impatient. He is often over-fatigued, but unable to remain inactive. He takes a poor view of group unity, orderliness, leadership.

The briefer, adjectival titles are essentially those used by Dr. Joseph King of Industrial Psychology, Incorporated, and Dr. Laird in his "Sizing Up People;" the titles in parentheses are used throughout research publications.

APPENDIX G

MAGNITUDE OF EXTREME CASES FOR 16 PERSONALITY FACTORS

Number and Percent of First-Year 4-H Male and Female Leaders According to Extreme Sten Values for the 16 Personality Factors

16 personality factors	Number and percent at extremes of sten scale[a]			
	Males		Females	
	No.	%	No.	%
A - aloof (1-2)[b]	27	19	42	11
- outgoing (9-10)[c]	3	2	5	1
B - low general ability (1-2)	7	5	14	4
- high general ability (9-10)	4	3	14	4
C - emotional (1-2)	7	5	24	6
- mature (9-10)	10	7	17	4
E - submissive (1-2)	8	6	39	10
- dominant (9-10)	11	8	14	4
F - glum (1-2)	18	13	33	9
- enthusiastic (9-10)	4	3	14	4
G - casual (1-2)	6	4	6	2
- conscientious (9-10)	6	4	15	4
H - timid (1-2)	4	3	19	5
- adventurous (9-10)	5	4	15	4
I - tough (1-2)	13	9	3	1
- sensitive (9-10)	2	1	71	19
L - trustful (1-2)	3	2	12	3
- suspecting (9-10)	11	8	26	7
M - conventional (1-2)	27	19	53	14
- eccentric (9-10)	0	0	7	2
N - simple (1-2)	6	4	19	5
- sophisticated (9-10)	6	4	5	1

---

[a] Sten scores were obtained from Table 2. Stens: General Population (Nonstudents): Men and Women Together, p. 11, Handbook Supplement for Form C of the Sixteen Personality Factor Questionnaire, "16 P.F. Test," Second Edition, 1962, published by the Institute for Personality Testing, 1602-04 Coronado Drive, Champaign, Illinois.

[b] The numbers (1-2) are the lower two values of the sten scale.

[c] The numbers (9-10) are the upper two values of the sten scale.

Continued

16 personality factors	Number and percent at extremes of sten scale[a]			
	Males		Females	
	No.	%	No.	%
O - confident (1-2)	2	1	6	2
- insecure (9-10)	5	4	23	6
Q_1- conservative (1-2)	3	2	22	6
- experimenting (9-10)	11	8	15	4
Q_2- dependent (1-2)	8	6	39	10
- self-sufficient (9-10)	12	9	6	2
Q_3- lax (1-2)	11	8	35	9
- controlled (9-10)	7	5	2	1
Q_4- stable (1-2)	7	5	16	4
- tense (9-10)	7	5	35	9

APPENDIX H

CLASSIFICATION OF JOBS OF FIRST-YEAR 4-H LEADERS

Teaching Jobs

1. Train 4-H club members to conduct business meetings--individually
2. Train 4-H club members to conduct business meetings--all officers together
3. Train 4-H members to lead singing for local 4-H club meetings
4. Train 4-H members to lead singing at local 4-H events
5. Train 4-H members to lead singing at county 4-H events
6. Give talks at local 4-H club meetings
7. Give demonstrations at local 4-H club meetings
8. Train members to demonstrate
9. Train members to judge
10. Train members to lead recreation
11. Train members to preside
12. Train members to keep secretary's book
13. Help 4-H members plan local 4-H events such as 4-H parties and achievement nights
14. Supervise one or more 4-H community service activities
15. Serve as camp counselor
16. Show or teach 4-H club members how to do their project work at local 4-H club meetings
17. Show or teach 4-H club members how to do their project work in leader's own home but not in club meetings
18. Show or teach 4-H club members how to do their project work at member's home but not in club meetings
19. Show or teach 4-H members how to fill out their project records in local 4-H club meetings
20. Show or teach 4-H members how to fill out their project records in leader's own home
21. Show or teach 4-H members how to fill out their project records in member's home
22. Show or teach 4-H club members how to do their project work individually
23. Show or teach club members how to do their project work as a group
24. Show or teach 4-H members how to fill out their project records individually
25. Show or teach 4-H members how to fill out their project records as a group
26. Discuss individually, with 4-H members for whom the leader is responsible, which 4-H project they should carry
27. Discuss as a group with 4-H members for whom the leader is responsible, which 4-H project they should carry
28. Discuss individually with members their achievement at end of the project year
29. Discuss as a group with 4-H members their achievement at the end of the project year

Local Club Organization and Supervision

30. Recruit 4-H members
31. Assist in getting club started
32. Conduct local 4-H business meetings

33. Keep discipline in 4-H club meetings
34. Persuade 4-H members to get their project work done in time
35. Persuade 4-H members to get their record books in on time
36. Select individual members to represent 4-H club or to compete in some contest
37. Help with local 4-H club fund raising activities for 4-H club work
38. Attend local 4-H club committee meetings held at different time than local 4-H club meetings
39. Set up arrangements for community 4-H events
40. Plan local 4-H events such as 4-H parties and achievement nights
41. Attend local 4-H club events
42. Chaperone local 4-H club events
43. Order materials from firms, magazines, and so forth, for the use of 4-H members
44. Ask other adults in community to help with 4-H work
45. Chaperone members to 4-H events away from local community
46. Enter exhibits at county fair
47. Serve on county-wide (or district-wide) 4-H committees of adults
48. Fill out forms the county extension office asks for
49. Have the club meet in leader's own home
50. Attend local 4-H club meetings held outside of leader's own home
51. Get project materials needed by 4-H club members
52. Get materials needed for local 4-H club events (parties, camp, etc.)

Chores

53. Transport 4-H members to and/or from local 4-H club meetings
54. Transport 4-H members to and/or from local 4-H club events
55. Transport members to and/or from county 4-H club events
56. Transport 4-H members to and/or from district 4-H club events
57. Transport 4-H members to and/or from state 4-H club events
58. Furnish food for local 4-H club meetings
59. Furnish food for local 4-H club events
60. Prepare food or help prepare food for local 4-H club meetings
61. Prepare food or help prepare food for local 4-H club events
62. Transport projects to local 4-H club events
63. Transport projects to county 4-H club events
64. Transport projects to county fairs
65. Transport projects to state 4-H events, fairs and so forth
66. Clean up place after community 4-H events
67. Clean up and/or arrange exhibit or judging area for members' project work at county fair or county achievement day
68. Provide food or other materials for county 4-H events or activities

Representing 4-H and Promotional

69. Assist with radio programs
70. Assist with TV programs
71. Serve as host family for 4-H club members from other counties or states or IFYE's
72. Personally ask community people for money to support some 4-H project or event
73. Explain 4-H work at adult meetings such as Grange, PTA, church, and so forth
74. Explain to parents what 4-H work is and what is expected of them

Individual and Special Assistance

75. Provide project material for members to use when they forget to bring their own
76. Go with 4-H club members to town or elsewhere, to get their project materials
77. Do special work on a member's project that has possibility of winning an award
78. Counsel older 4-H members on personal problems
79. Actually do some of the project work in order to get it finished
80. Actually do some of the work on the project records in order to get them finished

Self-improvement

81. Keep up to date on subject matter of 4-H projects which you lead
82. Practice the giving of demonstrations before giving them at local 4-H club meetings
83. Read the literature sent out or given out, by county extension office
84. Attend 4-H leader training meetings in the community
85. Attend 4-H district leader training
86. Attend county-wide 4-H leader training meetings
87. Attend 4-H leader training meetings outside county
88. Attend 4-H leader association meetings
89. Go to county extension office for materials or help
90. Make telephone calls to county extension office for materials or help
91. Receive county extension worker in own home to discuss 4-H work

Morale Building

92. Lead singing in local 4-H club meetings
93. Lead singing at local 4-H club events
94. Lead singing at county 4-H club events
95. Lead recreation in local 4-H meetings
96. Lead recreation at local 4-H events
97. Lead recreation at county 4-H events

APPENDIX I

TABLES ON RELATIONSHIP OF THE NUMBER OF FIRST-YEAR 4-H LEADERS PERFORMING JOBS TO APPROVAL BY THEIR 4-H AGENTS ON PERFORMANCE OF THEM

Table 1

Relationship of Number of Leaders Performing Jobs and Percent Who Should Do Them As Perceived by Their 4-H Agents Is of All Jobs Performed by These Leaders: All First-Year 4-H Leaders

Of leaders performing jobs percent should have according to 4-H agents		Number of leaders performing jobs		
		Low no. (below 218.31)[a]	High no. (above 218.31)	Total
Low percent (below 69.44)[a]	No.	35	14	49
	%	71	29	100
High percent (above 69.44)	No.	13	35	48
	%	27	73	100
Total	No.	48	49	97
	%	49	51	100

$X^2 = 17.344$[b]

d.f. = 1

$P < .001$

T = .42

---

[a] Breaking point for low and high is the median value of the distribution.

[b] X^2 is corrected for continuity.

Table 2

Relationship of Number of Leaders Performing Jobs and Percent Who Should Do Them As Perceived by Their 4-H Agents Is of All Jobs Performed by These Leaders: First-Year 4-H Organizational Leaders with Projects

Of leaders performing jobs percent should have according to 4-H agents		Number of leaders performing jobs		
		Low no. (below 106.36)[a]	High no. (above 106.36)	Total
Low percent (below 76.88)[a]	No.	33	15	48
	%	69	31	100
High percent (above 76.88)	No.	14	35	49
	%	29	71	100
Total	No.	47	50	97
	%	48	52	100

X^2 = 14.104[b]

d.f. = 1

$P < .001$

T = .38

---

[a] Breaking point for low and high is the median value of the distribution.

[b] X^2 is corrected for continuity.

Table 3

Relationship of Number of Leaders Performing Jobs and Percent Who Should Do Them As Perceived by Their 4-H Agents Is of All Jobs Performed by These Leaders: First-Year 4-H Assistant Organizational Leaders with Projects

Of leaders performing jobs percent should have according to 4-H agents		Number of leaders performing jobs: Low no. (below 54.29)[a]	Number of leaders performing jobs: High no. (above 54.29)	Total
Low percent (below 73.13)[a]	No.	31	18	49
	%	63	37	100
High percent (above 73.13)	No.	17	31	48
	%	35	65	100
Total	No.	48	49	97
	%	49	51	100

$X^2 = 6.451^b$

d.f. = 1

$P < .02$

T = .26

---

[a] Breaking point for low and high is the median value of the distribution.

[b] X^2 is corrected for continuity.

Table 4

Relationship of Number of Leaders Performing Jobs and Percent Who Should Do Them As Perceived by Their 4-H Agents Is of All Jobs Performed by These Leaders: First-Year 4-H Project-Only Leaders

Of leaders performing jobs percent should have according to 4-H agents		Number of leaders performing jobs		
		Low no. (below 52.39)[a]	High no. (above 52.39)	Total
Low percent (below 43.75)[a]	No.	35	13	48
	%	73	27	100
High percent (above 43.75)	No.	16	32	48
	%	33	67	100
Total	No.	51	45	96[b]
	%	53	47	100

$X^2 = 13.553$[c]

d.f. = 1

$P < .001$

T = .38

---

[a] Breaking point for low and high is the median value of the distribution.

[b] There was one job which no project leader performed.

[c] X^2 is corrected for continuity.

APPENDIX J

TABLES ON RELATIONSHIP OF THE NUMBER OF FIRST-YEAR 4-H LEADERS NOT PERFORMING JOBS AND DISAPPROVAL BY THEIR 4-H AGENTS ON PERFORMANCE OF THEM

Table 1

Relationship of Number of First-Year 4-H Leaders Not Performing Jobs and Percent Who Should Do Them As Perceived By Their 4-H Agents Is of All Jobs Not Performed by These Leaders: All First-Year 4-H Leaders

Of leaders not performing jobs percent should have according to 4-H agents		Number of leaders not performing jobs		
		Low no. (below 283.69)[a]	High no. (above 283.69)	Total
Low percent (below 65.6)[a]	No.	14	33	47
	%	30	70	100
High percent (above 65.6)	No.	34	16	50
	%	68	32	100
Total	No.	48	49	97
	%	49	51	100

$X^2 = 12.666^b$

d.f. = 1

$P < .001$

T = .36

---

[a] Breaking point for low and high is the median value of the distribution.

[b] X^2 is corrected for continuity.

Table 2

Relationship of Number of First-Year 4-H Leaders Not Performing Jobs and Percent Who Should Do Them As Perceived By Their 4-H Agents Is of All Jobs Not Performed by These Leaders: First-Year 4-H Organization And Project Leaders

Of leaders not performing jobs percent should have according to 4-H agents		Number of leaders not performing jobs		
		Low no. (below 94.75)[a]	High no. (above 94.75)	Total
Low percent (below 79.17)[a]	No.	13	36	49
	%	27	73	100
High percent (above 79.17)	No.	35	13	48
	%	73	27	100
Total	No.	48	49	97
	%	49	51	100

$X^2 = 19.055^b$

d.f. = 1

$P < .001$

T = .44

---

[a] Breaking point for low and high is the median value of the distribution.

[b] X^2 is corrected for continuity.

Table 3

Relationship of Number of First-Year 4-H Leaders Not Performing Jobs and Percent Who Should Do Them As Perceived By Their 4-H Agents Is of All Jobs Not Performed by These Leaders: First-Year 4-H Assistant Organization and Project Leaders

Of leaders not performing jobs percent should have according to 4-H agents		Number of leaders not performing jobs		
		Low no. (below 81.15)[a]	High no. (above 81.15)	Total
Low percent (below 72.27)[a]	No.	18	31	49
	%	37	63	100
High percent (above 72.27)	No.	32	16	48
	%	67	33	100
Total	No.	50	47	97
	%	52	48	100

$\chi^2 = 7.541$[b]

d.f. = 1

P $<$ .01

T = .28

---

[a] Breaking point for low and high is the median value of the distribution.

[b] χ^2 is corrected for continuity.

Table 4

Relationship of Number of First-Year 4-H Leaders Not Performing Jobs and Percent Who Should Do Them As Perceived By Their 4-H Agents Is of All Jobs Not Performed by These Leaders: First-Year 4-H Project Leaders

Of leaders not performing jobs percent should have according to 4-H agents		Number of leaders not performing jobs		
		Low no. (below 101.66)[a]	High no. (above 101.66)	Total
Low percent (below 49.58)[a]	No.	16	33	49
	%	33	67	100
High percent (above 49.58)	No.	34	14	48
	%	71	29	100
Total	No.	50	47	97
	%	52	48	100

$X^2 = 12.666$[b]

d.f. = 1

$P < .001$

T = .36

---

[a] Breaking point for low and high is the median value of the distribution.

[b] X^2 is corrected for continuity.

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STUDY OF FIRST-YEAR 4-H LEADERS IN A SAMPLE OF COUNTIES OF NEW YORK STATE: 1960-1961

Supplement to Extension Study No. 12

Office of Extension Studies
New York State Colleges of Agriculture and Home Economics
Contract Colleges of the State University
at Cornell University
Ithaca, New York
March, 1966

PREFACE

This is a supplementary report to Report No. 12, Study of First-Year 4-H Club Leaders in New York State: Tenure, Characteristics of Leaders and Evaluation of Job Performance by 4-H Agents. It consists largely of tables which present information regarding the performance of jobs by 4-H first-year leaders and the judgments of their 4-H agents and the 4-H state leaders as to whether the jobs should be performed. It is anticipated that the report will provide concrete information for use in training of 4-H agents relative to the tasks of 4-H leaders.

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Introduction

This supplementary report is intended for use in training 4-H agents relative to the tasks of 4-H leaders. The report is divided in four parts: Part I--Distribution of Jobs According to Number of First-Year 4-H Leaders Performing Them and Percent Who Should Have According to Their 4-H Agents: All First-Year 4-H Leaders and Three Types of These Leaders; Part II--Distribution of Jobs According to Number of First-Year 4-H Leaders Not Performing Them and Percent Who Should Have According to Their 4-H Agents: All First-Year 4-H Leaders and Three Types of These Leaders; Part III--4-H Agents' Perceptions of 4-H Leaders' Jobs; and Part IV--4-H State Leaders' Perceptions of 4-H Leaders' Jobs.

The tables contain a large amount of detail, but this was deliberately planned so that study and discussion of 4-H leaders' jobs could be conducted with specific information easily available.

PART I

Distribution of Jobs According to Number of First-Year 4-H Leaders Performing Them and Percent Who Should Have According to Their 4-H Agents: All First-Year 4-H Leaders and Three Types of These Leaders

Explanation for using the tables in this part of report:

1. Under Job number are the reference numbers for the jobs appearing in the List of Jobs for Use with Supplement to Extension Study No. 12 which accompanies this report.
2. Under Job type are reference numbers (in parenthesis) appearing in the List of Jobs for Use with Supplement to Extension Study No. 12 which accompanies this report.

Table 1

Distribution of Jobs According to Number of First-Year 4-H Leaders Performing Them and Percent Who Should Have According to Their Agents: All First-Year 4-H Leaders

Of those who did perform jobs, percent who should have	Number of all first-year 4-H leaders performing jobs																			
	1-50		51-100		101-150		151-200		201-250		251-300		301-350		351-400		401-450		451-500	
	Job no.	Job type	Job no.	Job type	Job no.	Job type	Job no.	Job type	Job no.	Job type	Job no.	Job type	Job no.	Job type	Job no.	Job type	Job no.	Job type	Job no.	Job type
None	93 94	(7) (7)							59	(3)					53	(3)				
1 - 9	72	(4)	92	(7)	68 77 79	(3) (5) (5)	66	(3)	40	(2)	62	(3)			58	(3)				
10 - 19			3 65	(1) (3)	67 80 95	(3) (5) (7)			46 63	(2) (3)	64	(3)			54	(3)				
20 - 29	71 97	(4) (7)	96	(7)					61	(3)										
30 - 39	5 57	(1) (3)			18 32	(1) (2)							60	(3)	75	(5)				
40 - 49			56	(3)	1 39	(1) (2)	76	(5)												
50 - 59	69	(4)					2 45	(1) (2)					55	(3)						
60 - 69	4 70 87	(1) (4) (6)			21 43	(1) (2)			12	(1)	37 52	(2) (2)	17	(1)						

70 - 79		14 (1)	10 (1) 36 (2)		11 (1) 38 (2) 44 (2) 82 (6)	20 (1)	51 (2)		33 (2)	
80 - 89		73 (4)			30 (2) 42 (2)	6 (1) 7 (1) 13 (1) 31 (2)		35 (2)	48 (2)	
90 - 99	47 (2)	78 (5) 85 (6) 88 (6)	9 (1)	84 (6) 86 (6)	91 (6)	28 (1) 90 (6)	8 (6) 26 (1) 74 (4)	19 (1) 50 (2)	16 (1) 22 (1) 41 (2) 81 (6)	34 (2)
100	15 (1)					29 (1) 89 (6)	24 (1) 27 (1)	25 (1)	49 (2)	23 (1) 83 (6)

Table 2

Distribution of Jobs According to Number of First-Year 4-H Leaders Performing Them and Percent Who Should Have According to Their Agents: First-Year Organizational Leaders with Projects

Of those who did perform jobs, percent who should have	Number of first-year 4-H organizational leaders with projects performing jobs																	
	1-25		26-50		51-75		76-100		101-125		126-150		151-175		176-200		201-225	
	Job no.	Job type	Job no.	Job type	Job no.	Job type	Job no.	Job type	Job no.	Job type	Job no.	Job type	Job no.	Job type	Job no.	Job type	Job no.	Job type
None											53	(3)			93 94	(7) (7)		
1 - 9	72	(4)	65 68 92	(3) (4) (7)	77 79	(5) (5)	59 63	(3) (3)	62 64	(3) (3)			58	(3)				
10 - 19							40 46 66 95	(2) (2) (3) (7)			60	(3)	54	(3)				
20 - 29	5 97	(1) (7)	80 96	(5) (7)	67	(3)	61	(3)										
30 - 39	57	(3)			18	(1)							75	(5)				
40 - 49	71	(4)	56	(3)	76	(5)	1 32 45	(1) (2) (2)										
50 - 59	69	(4)					39	(2)			17 55	(1) (3)						
60 - 69	70 4	(4) (1)	21	(1)					2	(1)								

70 - 79			3 (1) 36 (2)	43 (2)	82 (6)	6 (1) 7 (1) 52 (2)	51 (2)		
80 - 89	87 (6)	14 (1) 88 (6)	9 (1)	10 (1) 38 (2)	37 (2) 42 (2)	11 (1) 12 (1) 20 (1) 44 (2)			33 (2)
90 - 99		73 (4) 78 (5)			28 (1)	13 (1) 30 (2) 91 (6)	31 (2) 35 (2)	16 (1) 34 (2) 48 (2) 81 (6)	
100	15 (1) 47 (2)	85 (6)	84 (6)	86 (6)		8 (1) 24 (1) 26 (1) 29 (1) 89 (6) 90 (6)	22 (1) 25 (1) 27 (1) 41 (2) 50 (2) 74 (4)	19 (1) 23 (1) 49 (2)	83 (6)

Table 3

Distribution of Jobs According to Number of First-Year 4-H Leaders Performing Them and Percent Who Should Have According to Their Agents: First-Year Assistant Organizational Leaders with Projects

Of those who did perform jobs, percent who should have	Number of first-year 4-H assistant organizational leaders performing jobs											
	1-25		26-50		51-75		76-100		101-125		126-150	
	Job no.	Job type	Job no.	Job type	Job no.	Job type	Job no.	Job type	Job no.	Job type	Job no.	Job type
None	71 72 80 93 94	(4) (4) (5) (7) (7)	77	(5)	59	(3)	62	(3)	53	(3)		
1 - 9	92	(7)	68 79	(3) (5)	40 46 66	(2) (2) (3)			58	(3)		
10 - 19	65	(3)	67	(3)	63	(3)	64	(3)	54	(3)		
20 - 29	32	(2)	95	(7)	61	(3)						
30 - 39							60 75	(3) (5)				
40 - 49	1 97	(1) (7)	2 76	(1) (5)								
50 - 59	57 87 96	(3) (6) (7)	12 18 39 43	(1) (1) (2) (2)	11	(1)						
60 - 69	56	(3)	45 82	(2) (6)	44	(2)	17 52 55	(1) (2) (3)	51	(2)		

70 - 79	4 (1) 5 (1) 47 (2)	21 (1) 36 (2)		13 (1) 37 (2)	33 (2)	
80 - 89	3 (1) 10 (1) 73 (4)		7 (1) 20 (1) 31 (2) 42 (2)		35 (2)	
90 - 99	78 (5)	9 (1) 86 (6)	6 (1) 28 (1) 30 (2) 38 (2) 89 (6) 90 (6)	74 (4)	16 (1) 19 (1) 48 (2) 81 (6)	34 (2)
100	15 (1) 69 (4) 70 (4) 85 (6) 88 (6)	14 (1) 84 (6) 91 (6)	29 (1)	8 (1) 25 (1) 26 (1) 27 (1)	24 (1) 41 (2) 49 (2) 50 (2)	22 (1) 23 (1) 83 (6)

Table 4

Distribution of Jobs According to Number of First-Year 4-H Leaders Performing Them and Percent Who Should Have According to Their Agents: First-Year Project-Only Leaders

Of those who did perform jobs, percent who should have	Number of first-year project-only leaders performing jobs											
	1-25		26-50		51-75		76-100		101-125		126-150	
	Job no.	Job type	Job no.	Job type	Job no.	Job type	Job no.	Job type	Job no.	Job type	Job no.	Job type
None	2	(1)	79	(5)	66	(3)	59	(3)	53	(3)		
	5	(1)	80	(5)	77	(5)						
	32	(2)										
	69	(4)										
	70	(4)										
	71	(4)										
	72	(4)										
	92	(7)										
	93	(7)										
	94	(7)										
	96	(7)										
	97	(7)										
1 - 9	12	(1)	40	(2)			62	(3)				
	14	(1)	68	(3)								
	95	(7)										
10 - 19	1	(1)	39	(2)	46	(2)	58	(3)	54	(3)		
	65	(3)							75	(5)		
	67	(3)										
20 - 29	10	(1)			52	(2)	64	(3)				
	56	(3)			63	(3)						
30 - 39	11	(1)	18	(1)			38	(2)				
	21	(1)	30	(2)			55	(3)				
	57	(3)	31	(2)								

40 - 49	43 (2) 87 (6)	13 (1) 44 (2) 76 (5)	61 (3)	37 (2) 60 (3)		
50 - 59	73 (4)			20 (1)		
60 - 69	3 (1) 4 (1)	45 (2)			33 (2)	
70 - 79	36 (2)		6 (1) 19 (1) 74 (4)	28 (1)	17 (1) 41 (2) 48 (2) 51 (2)	
80 - 89	47 (2) 78 (5)		42 (2) 82 (6) 91 (6)	35 (2)		
90 - 99	9 (1)		7 (1)		16 (1) 50 (2)	34 (2)
100	85 (6) 88 (6)	86 (6)	26 (1) 29 (1) 84 (6) 89 (6) 90 (6)	8 (1) 24 (1) 25 (1) 27 (1)	49 (2)	22 (1) 23 (1) 81 (6) 83 (6)

PART II

Distribution of Jobs According to Number of First-Year 4-H Leaders Not Performing Them and Percent Who Should Have According to Their 4-H Agents: All First-Year 4-H Leaders and Three Types of These Leaders

Explanation for using the tables in this part of report:

1. Under Job number are the reference numbers for the jobs appearing in the List of Jobs for Use with Supplement to Extension Study No. 12 which accompanies this report.
2. Under Job type are reference numbers (in parenthesis) appearing in the List of Jobs for Use with Supplement to Extension Study No. 12 which accompanies this report.

Table 1

Distribution of Jobs According to Number of First-Year 4-H Leaders Not Performing Them And Percent Who Should Have According to Their Agents: All First-Year 4-H Leaders

Of those who did not perform jobs, percent who should have	Number of all first-year 4-H leaders not performing jobs										
	1-50 Job no. Job type	51-100 Job no. Job type	101-150 Job no. Job type	151-200 Job no. Job type	201-250 Job no. Job type	251-300 Job no. Job type	301-350 Job no. Job type	351-400 Job no. Job type	401-450 Job no. Job type	451-500 Job no. Job type	501-550 Job no. Job type
0 - 9			53 (3)	58 (3)	62 (3)	59 (3)		77 (5) 79 (5)	68 (3) 80 (5)	72 (4) 92 (7) 93 (7)	
10 - 19					64 (3)	63 (3)	40 (2) 46 (2) 66 (3)		3 (1)	65 (3) 94 (7)	
20 - 29			54 (3)	71 (4)		61 (3)		32 (2) 95 (7)	67 (3) 96 (7)	97 (7)	
30 - 39				75 (5)			2 (1)	1 (1)	57 (3)		
40 - 49				60 (3)		11 (1)	12 (1)	18 (1) 39 (2)	56 (3)	5 (1)	
50 - 59				17 (1) 55 (3)	52 (2)			10 (1) 21 (1) 76 (5)			
60 - 69			51 (2)			31 (2) 44 (2)	45 (2)	43 (2)	14 (1)	4 (1)	70 (4)
70 - 79	23 (1)			15 (1)	20 (1) 37 (2)	6 (1) 13 (1) 30 (2) 38 (2)			36 (2)	73 (4) 87 (6)	69 (4)

80 - 89		16 (1) 22 (1) 33 (2) 34 (2) 81 (6)	35 (2) 48 (2)	19 (1) 74 (4)	7 (1)	42 (2) 82 (6) 91 (6)		9 (1)		47 (2)
90 - 99			25 (1) 41 (2)	24 (1) 27 (1)	8 (1) 26 (1) 28 (1) 88 (6) 89 (6) 90 (6)		86 (6)	84 (6)	78 (5) 85 (6)	
100	83 (6)		49 (2) 50 (2)		29 (1)					

Table 2

Distribution of Jobs According to Number of First-Year 4-H Leaders Not Performing Them and Percent Who Should Have According to Their Agents: First-Year Organizational Leaders with Projects

Of those who did not perform jobs, percent who should have	Number of first-year 4-H organizational leaders with projects not performing jobs																	
	1-25		26-50		51-75		76-100		101-125		126-150		151-175		176-200		201-225	
	Job no.	Job type	Job no.	Job type	Job no.	Job type	Job no.	Job type	Job no.	Job type	Job no.	Job type	Job no.	Job type	Job no.	Job type	Job no.	Job type
0 - 9					53	(3)	62	(3)	59	(3)			65	(3)				
					58	(3)	64	(3)	63	(3)			68	(3)				
													77	(5)				
													79	(5)				
													80	(5)				
10 - 19			71	(4)					46	(2)	66	(3)	92	(7)	72	(4)		
															93	(7)		
															94	(7)		
20 - 29					54	(3)			40	(2)	95	(7)	67	(3)	97	(7)		
									61	(3)			96	(7)				
30 - 39			75	(5)	60	(3)			1	(1)	18	(1)	57	(3)				
40 - 49									32	(2)	45	(2)	56	(3)	5	(1)		
50 - 59					17	(1)					76	(5)						
					55	(3)												
60 - 69							2	(1)	10	(1)	39	(2)	3	(1)	4	(1)		
													21	(1)				
70 - 79			51	(2)	12	(1)							36	(2)			69	(4)
					15	(1)											70	(4)

80 - 89		35 (2) 48 (2)	6 (1) 7 (1) 11 (1) 31 (2) 52 (2) 88 (6)	20 (1) 42 (2) 82 (6)		9 (1) 43 (2)	14 (1)	87 (6)
90 - 99	16 (1) 34 (2)	81 (6)	44 (2) 91 (6)	13 (1) 28 (1) 30 (2) 37 (2)	38 (2)		78 (5)	47 (2) 73 (4) 85 (6)
100	23 (1) 33 (2) 49 (2) 83 (6)	19 (1) 22 (1) 25 (1) 27 (1) 74 (4)	8 (1) 24 (1) 26 (1) 29 (1) 41 (2) 50 (2) 89 (6) 90 (6)		86 (6)	84 (6)		

Table 3

Distribution of Jobs According to Number of First-Year 4-H Leaders Not Performing Them and Percent Who Should Have According to Their Agents: First-Year Assistant Organizational Leaders with Projects

Of those who did not perform jobs, percent who should have	Number of first-year 4-H assistant organizational leaders with projects not performing jobs											
	1-25		26-50		51-75		76-100		101-125		126-150	
	Job no.	Job type	Job no.	Job type	Job no.	Job type	Job no.	Job type	Job no.	Job type	Job no.	Job type
0 - 9			53 54	(3) (3)	40 59 62	(2) (3) (3)	46	(2)	68 77 79 92	(3) (5) (5) (7)	65 72 93	(3) (4) (7)
10 - 19			58	(3)	63 64	(3) (3)	66	(3)	80	(5)	94	(7)
20 - 29					71	(4)			32 67 95	(2) (3) (7)	96 97	(7) (7)
30 - 39					61 75	(3) (5)	2	(1)				
40 - 49			55 60	(3) (3)			76	(5)	1 18 56	(1) (1) (3)	57	(3)
50 - 59							12 45	(1) (2)	39	(2)		
60 - 69			37	(2)	17 31	(1) (2)	11 44	(1) (2)	21 36	(1) (2)	5	(1)

70 - 79	35 (2)	15 (1) 51 (2) 52 (2)	20 (1)		3 (1) 43 (2)	4 (1) 69 (4) 70 (4) 87 (6)
80 - 89	16 (1) 34 (2)	33 (2)	13 (1) 42 (2)	6 (1) 7 (1) 30 (2) 82 (6)	10 (1)	47 (2) 73 (4)
90 - 99	81 (6)	19 (1) 48 (2)	28 (1) 38 (2) 74 (4) 88 (6)	84 (6) 86 (6) 89 (6) 90 (6) 91 (6)	9 (1) 14 (1) 78 (5)	
100	22 (1) 23 (1) 41 (2) 50 (2) 83 (6)	24 (1) 25 (1) 27 (1) 49 (2)	8 (1) 26 (1) 29 (1)		85 (6)	

Table 4

Distribution of Jobs According to Number of First-Year 4-H Leaders Not Performing Them and Percent Who Should Have According to Their Agents: First-Year Project-Only Leaders

Of those who did not perform jobs, percent who should have	Number of first-year 4-H project-only leaders not performing jobs													
	1-25		26-50		51-75		76-100		101-125		126-150		151-175	
	Job no.	Job type	Job no.	Job type	Job no.	Job type	Job no.	Job type	Job no.	Job type	Job no.	Job type	Job no.	Job type
None			53	(3)	62	(3)					2 32	(1) (2)		
1 - 9					58	(3)	59 66	(3) (3)	40 68 77 79 80	(2) (3) (5) (5) (5)	12 72 92 93 94	(1) (4) (7) (7) (7)		
10 - 19											11 14 65 67 95 96 97	(1) (1) (3) (3) (7) (7) (7)		
20 - 29			1 54 75	(1) (3) (5)	64	(3)	52 71	(2) (4)			39	(2)		
30 - 39							38 46 61 63	(2) (2) (3) (3)			10	(1)	5	(1)

40 - 49			60 (3)		13 (1) 18 (1) 21 (1) 31 (2) 44 (2) 56 (3)	3 (1) 4 (1) 43 (2) 57 (3) 73 (4)	
50 - 59		51 (2)	20 (1) 55 (3)		30 (2) 76 (5)		
60 - 69		41 (2) 48 (2)	37 (2)		6 (1)	87 (6)	69 (4) 70 (4)
70 - 79		15 (1) 17 (1)	28 (1) 33 (2) 74 (4)	19 (1)	42 (2) 45 (2) 91 (6)	47 (2)	
80 - 89			35 (2)	82 (6)		36 (2) 78 (5)	
90 - 99		16 (1)		7 (1) 26 (1) 88 (6) 89 (6) 90 (6)	84 (6)	9 (1) 85 (6)	
100	22 (1) 23 (1) 34 (2) 83 (6)	25 (1) 49 (2) 50 (2) 81 (6)	24 (1) 27 (1) 29 (1)	8 (1)	86 (6)		

PART III

4-H Agents' Perceptions of 4-H Leaders' Jobs

Explanation for using Tables 2, 4, 6, 8, and 10 in this part of report:

1. The numbers in the columns headed by the names of types of jobs are the reference numbers for the jobs appearing in the List of Jobs for Use with Supplement to Extension Study No. 12 which accompanies this report.

Part III - 4-H Agents' Perceptions of First-Year 4-H Leaders' Jobs

A. Organizational Leaders with Projects

1. Seventy-nine percent or more of the 4-H agents thought that 49 percent of the 97 jobs should be done by this type of leader, and an equal percent or more of them thought that 23 percent of the jobs should not be done (Table 1).[1] Thus, for 72 percent of the jobs there was relatively high agreement among the agents that the 97 jobs should or should not be performed.
2. For this type of leader, self-improvement jobs had the highest percent (91) for total high consensus among the agents. This consensus was confined entirely to should do, with 91 percent of the jobs having 79 percent or more of the agents thinking they should be performed. The second ranking type of job with respect to percent of jobs having total high consensus was local club organization and supervision. Seventy-eight percent of these jobs had a total high consensus among the agents with 70 percent of the jobs having 79 percent or more of the agents thinking they should be performed and eight percent of the jobs having 79 percent or more of the agents who thought they should not be performed.

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[1] Throughout Part III of this supplementary report the percentage category, 79+, of agents used to define high consensus--should not is derived by subtracting the 21 percent or less category of agents who thought jobs should be done from 100 percent. In other words, the high consensus for should not do is the reciprocal of the low consensus of should do.

Table 1

Number and Percentage Distribution of 97 Jobs According to Percent of 4-H Agents Who Thought 4-H Organizational Leaders with Projects Should Do the Jobs, by Types of Jobs

Percent of agents thinking leaders should do (N=19)	Jobs according to types															
	Teaching		Local club organization & supervision		Chores		Representing 4-H and promotional		Individual & special assistance		Self-improvement		Morale building		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
0	-	-	-	-	1	6	-	-	-	-	-	-	-	-	1	1
5	-	-	-	-	3	19	-	-	2	33	-	-	1	17	6	6
11	-	-	-	-	4	25	-	-	1	17	-	-	2	33	7	7
16	-	-	1	4	1	6	1	17	-	-	-	-	-	-	3	3
21	-	-	1	4	2	13	-	-	-	-	-	-	3	50	6	6
26	-	-	-	-	2	13	-	-	-	-	-	-	-	-	2	2
32	-	-	-	-	1	6	-	-	1	17	-	-	-	-	2	2
37	1	3	-	-	-	-	-	-	-	-	-	-	-	-	1	1
42	1	3	1	4	1	6	-	-	-	-	-	-	-	-	3	3
47	2	7	-	-	-	-	-	-	1	17	-	-	-	-	3	3
53	-	-	-	-	1	6	1	17	-	-	-	-	-	-	2	2
58	1	3	2	9	-	-	-	-	-	-	-	-	-	-	3	3
63	1	3	-	-	-	-	-	-	-	-	-	-	-	-	1	1
68	2	7	-	-	-	-	1	17	-	-	-	-	-	-	3	3
74	4	14	2	9	-	-	1	17	-	-	1	9	-	-	8	8
79	2	7	2	9	-	-	-	-	-	-	-	-	-	-	4	4
84	3	11	5	22	-	-	-	-	-	-	1	9	-	-	9	10
89	-	-	4	17	-	-	1	17	-	-	1	9	-	-	6	6
95	3	11	2	9	-	-	-	-	1	17	3	27	-	-	9	10
100	9	31	3	13	-	-	1	17	-	-	5	46	-	-	18	19
Total	29	100	23	100	16	100	6	102	6	101	11	100	6	100	97	100
High consensus should not (79%+)	-	-	2	8	11	59	1	17	3	50	-	-	6	100	23	23
High consensus should (79%+)	17	60	16	70	-	-	2	34	1	17	10	91	-	-	46	49
Total high consensus	17	60	18	78	11	59	3	51	4	67	10	91	6	100	69	72

Table 2

Distribution of Jobs According to Types of Jobs and Percent of 4-H Agents Who Thought Their First-Year Organizational Leaders with Projects Should Do Them

Percent of agents thinking leaders should do (N=19)	Types of jobs Teaching Job no.	Local club organization & supervision Job no.	Chores Job no.	Representing 4-H and promotional Job no.	Individual & special assistance Job no.	Self-improvement Job no.	Morale building Job no.
0	-	-	53	-	-	-	-
5	-	-	59 62 68	-	77 79	-	92
11	-	-	58 63 64 65	-	80	-	93 94
16	-	46	66	72	-	-	-
21	-	40	54 67	-	-	-	95 96 97
26	-	-	57 61	-	-	-	-
32	-	-	60	-	75	-	-
37	18	-	-	-	-	-	-
42	1	32	56	-	-	-	-
47	5 15	-	-	-	76	-	-

53	-	-	55	71	-	-	-
58	21	39 45	-	-	-	-	-
63	17	-	-	-	-	-	-
68	3 4	-	-	70	-	-	-
74	2 10 12 20	36 52	-	69	-	82	-
79	6 11	43 51	-	-	-	-	-
84	7 9 14	31 33 35 37 42	-	-	-	87	-
89	-	34 38 44 48	-	73	-	88	-
95	13 16 28	30 47	-	-	78	81 85 91	-
100	8 19 22 23 24 25 26 27 29	41 49 50	-	74	-	83 84 86 89 90	

B. Organizational-Only Leaders

1. Seventy-nine percent or more of the 4-H agents thought that 40 percent of the 97 jobs should be done by this type of leader and an equal percent or more of them thought that 30 percent of the jobs should not be done (Table 3). Thus, for 70 percent of the jobs there was relatively high agreement among the agents that the 97 jobs should or should not be done.
2. For this type of leader in the case of both individual and special assistance jobs and morale building jobs, (each with six specific jobs) 100 percent of the jobs included in each category had a high total consensus among the agents. Eighty-three percent of the individual and special assistance jobs were those which 79 percent or more of the agents thought should not be done by leaders, and 17 percent of these jobs were those which 79 percent or more of the agents thought should be done. One hundred percent of the morale building jobs were those which 79 percent or more of the agents thought should not be done. The third ranking type of job with respect to percent of jobs having total high consensus among the agents was chores. All of the high consensus was for should not do with 82 percent of the jobs having 79 percent or more of the agents holding this view.

Table 3

Number and Percentage Distribution of 97 Jobs According to Percent of 4-H Agents Who Thought 4-H Organizational-Only Leaders Should Do the Jobs, by Types of Jobs

Percent of agents thinking leaders should do (N=19)	Jobs according to types															
	Teaching		Local club organization & supervision		Chores		Representing 4-H and promotional		Individual & special assistance		Self-improvement		Morale building		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
0	-	-	-	-	1	6	-	-	2	33	-	-	-	-	3	3
5	1	3	-	-	3	19	-	-	3	50	-	-	-	-	7	7
11	1	3	-	-	5	31	-	-	-	-	-	-	5	83	11	11
16	2	7	-	-	2	13	-	-	-	-	-	-	1	17	5	5
21	-	-	1	4	2	13	-	-	-	-	1	9	-	-	4	4
26	1	3	-	-	-	-	-	-	-	-	-	-	-	-	1	1
32	5	18	1	4	1	6	1	17	-	-	-	-	-	-	8	9
37	-	-	-	-	1	6	-	-	-	-	1	9	-	-	2	2
42	-	-	1	4	1	6	-	-	-	-	-	-	-	-	2	2
47	3	11	-	-	-	-	-	-	-	-	-	-	-	-	3	3
53	2	7	-	-	-	-	1	17	-	-	-	-	-	-	3	3
58	2	7	1	4	-	-	-	-	-	-	-	-	-	-	3	3
63	-	-	1	4	-	-	-	-	-	-	-	-	-	-	1	1
68	2	7	-	-	-	-	-	-	-	-	-	-	-	-	2	2
74	-	-	4	18	-	-	-	-	-	-	-	-	-	-	4	4
79	1	3	2	9	-	-	1	17	-	-	1	9	-	-	5	5
84	2	7	-	-	-	-	1	17	-	-	1	9	-	-	4	4
89	2	7	1	4	-	-	-	-	-	-	1	9	-	-	4	4
95	1	3	4	18	-	-	-	-	-	-	3	27	-	-	8	9
100	4	14	7	31	-	-	2	33	1	17	3	27	-	-	17	18
Total	29	100	23	100	16	100	6	101	6	100	11	99	6	100	97	100
High consensus should not (79%+)	4	13	1	4	13	82	-	-	5	83	1	9	6	100	30	30
High consensus should (79%+)	10	34	18	62	-	-	4	67	1	17	9	81	-	-	38	40
Total high consensus	14	47	19	66	13	82	4	67	6	100	10	90	6	100	68	70

Table 4

Distribution of Jobs According to Types of Jobs and Percent of 4-H Agents Who Thought Their First-Year Organizational-Only Leaders Should Do Them

Percent of agents thinking leaders should do (N=19)	Types of jobs						
	Teaching Job no.	Local club organization & supervision Job no.	Chores Job no.	Representing 4-H and promotional Job no.	Individual & special assistance Job no.	Self-improvement Job no.	Morale building Job no.
0	-	-	53	-	77 80	-	-
5	18	-	58 59 62	-	75 76 79	-	-
11	9	-	60 61 64 65 68	-	-	-	92 93 94 96 97
16	16 17	-	54 63	-	-	-	95
21	-	46	66 67	-	-	81	-
26	8	-	-	-	-	-	-
32	7 20 21 22 23	40	57	72	-	-	-
37	-	-	56	-	-	82	-
42	-	32	55	-	-	-	-

47	5 15 24	-	-	-	-	-	-
53	19 25	-	-	71	-	-	-
58	1 10	51	-	-	-	-	-
63	-	45	-	-	-	-	-
68	3 4	-	-	-	-	-	-
74	-	34 35 36 39	-	-	-	-	-
79	6	43 52	-	70	-	87	-
84	14 26	-	-	69	-	84	-
89	12 27	30	-	-	-	85	-
95	2	31 33 42 47	-	-	-	86 88 90	-
100	11 13 28 29	37 38 41 44 48 49 50	-	73 74	78	83 89 91	-

C. Assistant Organizational Leaders with Projects

1. Seventy-nine percent or more of the agents thought 37 percent of the 97 jobs should be done by this type of leader and an equal percent or more of them thought that 23 percent of the 97 jobs should not be done (Table 5). Thus for 60 percent of the jobs there was relatively high agreement among the agents that the 97 jobs should or should not be done.
2. For this type of leader morale building jobs had the highest percent (84) for total high consensus among the agents. This consensus was confined entirely to should not do, with 84 percent of the jobs having 79 percent or more of the agents thinking they should not be performed. The second ranking type of job with respect to percent of jobs having total high consensus among agents was self-improvement. All of the high consensus was for should do with 82 percent of the jobs having 79 percent or more of the agents holding this view.

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Table 5

Number and Percentage Distribution of 97 Jobs According to Percent of 4-H Agents Who Thought 4-H Assistant Organizational Leaders with Projects Should Do the Jobs, by Types of Jobs

Percent of agents thinking leaders should do (N=19)	Jobs according to types															
	Teaching		Local club organization & supervision		Chores		Representing 4-H and promotional		Individual & special assistance		Self-improvement		Morale building		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
0	-	-	-	-	1	6	-	-	1	17	-	-	-	-	2	2
5	-	-	-	-	3	19	-	-	1	17	-	-	2	33	6	6
11	-	-	-	-	5	31	1	17	1	17	-	-	1	17	8	9
16	-	-	2	9	-	-	-	-	-	-	-	-	1	17	3	3
21	-	-	-	-	2	13	-	-	-	-	-	-	1	17	3	3
26	-	-	-	-	3	19	-	-	1	17	-	-	1	17	5	5
32	-	-	1	4	-	-	-	-	-	-	-	-	-	-	1	1
37	-	-	-	-	1	6	-	-	1	17	-	-	-	-	2	2
42	-	-	-	-	1	6	-	-	-	-	-	-	-	-	1	1
47	3	11	-	-	-	-	1	17	-	-	-	-	-	-	4	4
53	1	3	-	-	-	-	-	-	-	-	-	-	-	-	1	1
58	4	14	2	9	-	-	1	17	-	-	-	-	-	-	7	7
63	1	3	2	9	-	-	1	17	-	-	1	9	-	-	5	5
68	2	7	1	4	-	-	-	-	-	-	-	-	-	-	3	3
74	2	7	6	26	-	-	1	17	-	-	1	9	-	-	10	11
79	1	3	1	4	-	-	-	-	-	-	-	-	-	-	2	2
84	3	11	2	9	-	-	-	-	1	17	1	9	-	-	7	7
89	3	11	2	9	-	-	-	-	-	-	2	18	-	-	7	7
95	1	3	1	4	-	-	1	17	-	-	4	37	-	-	7	7
100	8	27	3	13	-	-	-	-	-	-	2	18	-	-	13	14
Total	29	100	23	100	16	100	6	102	6	102	11	100	6	101	97	100
High consensus should not (79%+)	-	-	2	9	11	69	1	17	3	51	-	-	5	84	22	23
High consensus should (79%+)	16	55	9	39	-	-	1	17	1	17	9	82	-	-	36	37
Total high consensus	16	55	11	48	11	69	2	34	4	68	9	82	5	84	58	60

Table 6

Distribution of Jobs According to Types of Jobs and Percent of 4-H Agents
Who Thought Their First-Year Assistant Organizational Leaders with Projects Should Do Them

Percent of agents thinking leaders should do (N=19)	Types of jobs						
	Teaching Job no.	Local club organization & supervision Job no.	Chores Job no.	Representing 4-H and promotional Job no.	Individual & special assistance Job no.	Self-improvement Job no.	Morale building Job no.
0	-	-	53	-	77	-	-
5	-	-	59 62 68	-	79	-	92 93
11	-	-	54 58 63 64 65	72	80	-	94
16	-	40 46	-	-	-	-	97
21	-	-	61 66	-	-	-	96
26	-	-	57 60 67	-	75	-	95
32	-	32	-	-	-	-	-
37	-	-	56	-	76	-	-
42	-	-	55	-	-	-	-
47	2 15 18	-	-	71	-	-	-
53	5	-	-	-	-	-	-

58	1 11 12 21	36 45	-	70	-	-	-
63	17	39 43	-	69	-	87	-
68	3 4	44	-	-	-	-	-
74	10 20	31 33 37 47 51 52	-	73	-	82	-
79	13	42	-	-	-	-	-
84	6 7 14	38 48	-	-	78	88	-
89	9 16 19	34 35	-	-	-	90 91	-
95	28	30	-	74	-	81 84 86 89	-
100	8 22 23 24 25 26 27 29	41 49 50	-	-	-	83 85	-

D. Assistant Organizational-Only Leaders

1. Seventy-nine percent or more of the agents thought that 34 percent of the 97 jobs should be done by this type of leader and an equal percent or more of them thought that 31 percent of the jobs should not be done (Table 7). Thus, for 65 percent of the jobs there was relatively high agreement among the agents that the 97 jobs should or should not be done.
2. For this type of leader in the case of both individual and special assistance jobs and morale building jobs (each with six specific jobs) 100 percent of the jobs included in each category had a high total consensus among the agents. Eighty-three percent of the individual and special assistance jobs were those which 79 percent or more of the agents thought should not be done, and 17 percent of these jobs were those which 79 percent or more of the agents thought should be done. One hundred percent of the morale building jobs were those which 79 percent or more of the agents thought should not be done. The third ranking type of jobs with respect to percent of jobs having total high consensus among the agents was chores. All of the high consensus was for should not do, with 75 percent of the jobs having 79 percent or more of the agents holding this view. The fourth ranking type of job with respect to percent of jobs having total high consensus among the agents was self-improvement (eight specific jobs). All of the high consensus was for should do, with 73 percent of the jobs having 79 percent or more of the agents holding this view.

Table 7

Number and Percentage Distribution of 97 Jobs According to Percent of 4-H Agents Who Thought 4-H Assistant Organizational-Only Leaders Should Do the Jobs, by Types of Jobs

Percent of agents thinking leaders should do (N=19)	Jobs according to types															
	Teaching		Local club organization & supervision		Chores		Representing 4-H and promotional		Individual & special assistance		Self-improvement		Morale building		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
0	-	-	-	-	1	6	-	-	2	33	-	-	-	-	3	3
5	-	-	-	-	3	19	-	-	3	50	-	-	-	-	6	6
11	1	3	-	-	3	19	-	-	-	-	-	-	3	50	7	8
16	1	3	1	4	4	25	-	-	-	-	-	-	-	-	6	6
21	1	3	1	4	1	6	1	17	-	-	-	-	3	50	7	8
26	1	3	-	-	3	19	-	-	-	-	1	9	-	-	5	5
32	2	7	1	4	1	6	-	-	-	-	-	-	-	-	4	4
37	4	15	-	-	-	-	-	-	-	-	1	9	-	-	5	5
47	1	3	1	4	-	-	1	17	-	-	-	-	-	-	3	3
53	3	11	-	-	-	-	-	-	-	-	1	9	-	-	4	4
58	1	3	-	-	-	-	-	-	-	-	-	-	-	-	1	1
63	-	-	3	13	-	-	1	17	-	-	-	-	-	-	4	4
68	2	7	1	4	-	-	-	-	-	-	-	-	-	-	3	3
74	2	7	3	13	-	-	1	17	-	-	-	-	-	-	6	6
79	2	7	3	13	-	-	1	17	-	-	-	-	-	-	6	6
84	2	7	1	4	-	-	-	-	-	-	-	-	-	-	3	3
89	3	11	4	18	-	-	-	-	1	17	3	27	-	-	11	11
95	2	7	-	-	-	-	-	-	-	-	4	37	-	-	6	6
100	1	3	4	18	-	-	1	17	-	-	1	9	-	-	7	8
Total	29	100	23	99	16	100	6	102	6	100	11	100	6	100	97	100
High consensus should not (79%+)	3	9	2	8	12	75	1	17	5	83	-	-	6	100	29	31
High consensus should (79%+)	10	35	12	43	-	-	2	34	1	17	8	73	-	-	33	34
Total high consensus	13	44	14	51	12	75	3	51	6	100	8	73	6	100	62	65

Table 8

Distribution of Jobs According to Types of Jobs and Percent of 4-H Agents Who Thought Their First-Year Assistant Organizational-Only Leaders Should Do Them

Percent of agents thinking leaders should do (N=19)	Types of jobs						
	Teaching Job no.	Local club organization & supervision Job no.	Chores Job no.	Representing 4-H and promotional Job no.	Individual & special assistance Job no.	Self-improvement Job no.	Morale building Job no.
0	-	-	53	-	77 80	-	-
5	-	-	58 59 62	-	75 76 79	-	-
11	18	-	64 65 68	-	-	-	92 93 94
16	16	46	54 60 61 63	-	-	-	-
21	17	40	57	72	-	-	95 96 97
26	9	-	56 66 67	-	-	81	-
32	21 22	32	55	-	-	-	-
37	7 8 20 23	-	-	-	-	82	-

47	15	51	-	71	-	-	-
53	5 19 24	-	-	-	-	87	-
58	25	-	-	-	-	-	-
63	-	36 43 45	-	70	-	-	-
68	6 10	34	-	-	-	-	-
74	3 4	35 39 47	-	69	-	-	-
79	1 2	33 44 52	-	73	-	-	-
84	26 27	37	-	-	-	-	-
89	11 13 14	30 31 42 48	-	-	78	85 88 90	-
95	12 28	-	-	-	-	84 86 89 91	-
100	29	38 41 49 50	-	74	-	83	-

E. Project-Only Leaders

1. Seventy-nine percent or more of the 4-H agents thought that 35 percent of the 97 jobs should be done by this type of leader and an equal percent or more of them thought that 30 percent of the jobs should not be done (Table 9). Thus for 65 percent of the jobs there was relatively high agreement among the agents that the 97 jobs should or should not be done.
2. For this type of leader the morale building jobs (includes six specific jobs) had 100 percent of its jobs with total high consensus among the agents. All of the high consensus was for should not do, with 100 percent of the jobs having 79 percent or more of the agents holding this view. The second ranking type of job with respect to percent of jobs having total high consensus among the agents was self-improvement. All of the high consensus was for should do with 82 percent of the jobs having 79 percent or more of the agents holding this view. The third ranking type of job with respect to percent of jobs having total high consensus among the agents was chores. All of the high consensus was for should not do with 75 percent of the jobs having 79 percent or more of the agents holding this view.

Table 9

Number and Percentage Distribution of 97 Jobs According to Percent of 4-H Agents Who Thought 4-H Project-Only Leaders Should Do the Jobs, by Types of Jobs

Percent of agents thinking leaders should do (N=19)	Jobs according to types															
	Teaching		Local club organization & supervision		Chores		Representing 4-H and promotional		Individual & special assistance		Self-improvement		Morale building		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
0	-	-	1	4	1	6	-	-	-	-	-	-	-	-	2	2
5	2	8	-	-	3	19	-	-	2	33	-	-	3	50	10	11
11	1	3	-	-	3	19	-	-	1	17	-	-	-	-	5	5
16	-	-	1	4	2	12	1	17	-	-	-	-	1	17	5	5
21	1	3	1	4	3	19	-	-	-	-	-	-	2	33	7	7
26	1	3	-	-	2	12	-	-	-	-	-	-	-	-	3	3
32	1	3	-	-	1	6	-	-	1	17	-	-	-	-	3	3
37	2	8	2	9	1	6	-	-	-	-	-	-	-	-	5	5
42	2	8	-	-	-	-	-	-	-	-	-	-	-	-	2	2
47	1	3	1	4	-	-	-	-	-	-	-	-	-	-	2	2
53	1	3	2	9	-	-	1	17	1	17	-	-	-	-	5	5
58	2	8	3	13	-	-	-	-	-	-	-	-	-	-	5	5
68	1	3	2	9	-	-	3	50	-	-	-	-	-	-	6	6
74	-	-	2	9	-	-	-	-	-	-	2	18	-	-	4	4
79	1	3	2	9	-	-	-	-	-	-	-	-	-	-	3	3
84	1	3	-	-	-	-	-	-	1	17	1	9	-	-	3	3
89	1	3	3	13	-	-	1	17	-	-	2	18	-	-	7	7
95	4	14	2	9	-	-	-	-	-	-	4	37	-	-	10	11
100	7	24	1	4	-	-	-	-	-	-	2	18	-	-	10	11
Total	29	100	23	100	16	99	6	101	6	101	11	100	6	100	97	100
High consensus should not (79%+)	4	14	3	12	12	75	1	17	3	50	-	-	6	100	29	30
High consensus should (79%+)	14	47	8	35	-	-	1	17	1	17	9	82	-	-	33	35
Total high consensus	18	61	11	47	12	75	2	34	4	67	9	82	6	100	62	65

Table 10

Distribution of Jobs According to Types of Jobs and Percent of 4-H Agents Who Thought Their First-Year Project-Only Leaders Should Do Them

Percent of agents thinking leaders should do (N=19)	Types of jobs						
	Teaching Job no.	Local club organization & supervision Job no.	Chores Job no.	Representing 4-H and promotional Job no.	Individual & special assistance Job no.	Self-improvement Job no.	Morale building Job no.
0	-	32	53	-	-	-	-
5	2 12	-	59 62 68	-	77 79	-	92 93 94
11	1	-	58 64 65	-	80	-	-
16	-	40	63 66	72	-	-	97
21	11	46	54 57 67	-	-	-	95 96
26	5	-	56 61	-	-	-	-
32	14	-	60	-	75	-	-
37	3 4	39 52	55	-	-	-	-
42	15 18	-	-	-	-	-	-
47	10	37	-	-	-	-	-
53	13	31 45	-	71	76	-	-

58	17 21	33 38 43	-	-	-	-	-
68	20	30 44	-	69 70 73	-	-	-
74	-	35 36	-	-	-	82 87	-
79	6	42 51	-	-	-	-	-
84	7	-	-	-	78	88	-
89	19	41 47 48	-	74	-	85 91	
95	9 16 26 28	34 50	-	-	-	81 84 89 90	-
100	8 22 23 24 25 27 29	49	-	-	-	83 86	-

PART IV

4-H State Leaders' Perceptions of 4-H Leaders' Jobs

Table 1

Jobs Which Five 4-H State Leaders Thought All First-Year 4-H Leaders Should Do

Percent of state leaders who said leaders should do (N=5)	Type of job	Job no.	Statement of job
0	Teaching	1	Train 4-H Club members to conduct meetings--individually
		2	Train 4-H Club members to conduct business meetings--all officers together
		8	Train members to demonstrate
		9	Train members to judge
		10	Train members to lead recreation
		11	Train members to preside
		12	Train members to keep secretary's book
		18	Show or teach 4-H Club members how to do their project work at member's home, but not in club meetings
		20	Show or teach 4-H members how to fill out their project records in leader's own home
		21	Show or teach 4-H members how to fill out their project records in member's home
	Local club organization and supervision	31	Assist in getting club started
		32	Conduct local 4-H business meetings
		36	Select individual members to represent 4-H Club or to compete in some contest

Percent of state leaders who said leaders should do	Type of job	Job no.	Statement of job
0	Local club organization and supervision	39	Set up arrangements for community 4-H events
		40	Plan local 4-H events such as 4-H parties and achievement nights
	Chores	53	Transport 4-H members to and/or from local 4-H Club meetings
		54	Transport 4-H members to and/or from local 4-H Club events
		55	Transport members to and/or from county 4-H Club events
		56	Transport 4-H members to and/or from district 4-H Club events
		57	Transport 4-H members to and/or from state 4-H Club events
		58	Furnish food for local 4-H Club meetings
		60	Prepare food or help prepare food for local 4-H Club meetings
		62	Transport projects to local 4-H Club events
		63	Transport projects to county 4-H Club events
		64	Transport projects to county fairs
		65	Transport projects to state 4-H events, fairs, etc.
		67	Clean up and/or arrange exhibit or judging area for members' project work at county fair or county achievement day
		68	Provide food or other materials for county 4-H events or activities

Percent of state leaders who said leaders should do	Type of job	Job no.	Statement of job
0	Individual and special assistance	75	Provide project material for members to use when they forget to bring their own
		76	Go with 4-H Club members to town or elsewhere to get their project materials
		77	Do special work on a member's project that has possibility of winning an award
		79	Actually do some of the project work in order to get it finished
	Morale building	94	Lead singing at county 4-H Club events
		97	Lead recreation at county 4-H events
20	Teaching	3	Train 4-H members to lead singing for local 4-H Club meetings
		4	Train 4-H members to lead singing at local 4-H events
		5	Train 4-H members to lead singing at county 4-H events
		13	Help 4-H members plan local 4-H events such as 4-H parties and achievement nights
		15	Serve as camp counselor
		16	Show or teach 4-H Club members how to do their project work at local 4-H Club meetings
		17	Show or teach 4-H Club members how to do their project work in leader's own home but not in club meetings

Percent of state leaders who said leaders should do	Type of job	Job no.	Statement of job
20	Teaching	19	Show or teach 4-H members how to fill out their project records in local 4-H Club meetings
		22	Show or teach 4-H Club members how to do their project work individually
		23	Show or teach club members how to do their project work as a group
	Local club organization and supervision	43	Order materials from firms, magazines, etc. for the use of 4-H members
		45	Chaperone members to 4-H events away from local community
		46	Enter exhibits at county fair
		51	Get project materials needed by 4-H Club members
	Chores	59	Furnish food for local 4-H Club events
		61	Prepare food or help prepare food for local 4-H Club events
		66	Clean up place after community 4-H events
	Representing 4-H and promotional	71	Serve as host family for 4-H Club members from other counties or states or IFYE's
		72	Personally ask community people for money to support some 4-H project or event
	Individual and special assistance	80	Actually do some of the work on the project records in order to get them finished

Percent of state leaders who said leaders should do	Type of job	Job no.	Statement of job
20	Morale building	92	Lead singing in local 4-H Club meetings
		93	Lead singing at local 4-H Club events
		95	Lead recreation in local 4-H meetings
		96	Lead recreation at local 4-H events
40	Teaching	7	Give demonstration at local 4-H Club meetings
		14	Supervise one or more 4-H community service activities
		24	Show or teach 4-H members how to fill out their project records individually
		25	Show or teach 4-H members how to fill out their project records as a group
	Local club organization and supervision	34	Persuade 4-H members to get their project work done in time
		37	Help with local 4-H Club fund raising activities for 4-H Club work
		38	Attend local 4-H Club committee meetings held at different time than local 4-H Club meetings
		42	Chaperone local 4-H Club events
	Representing 4-H and promotional	73	Explain 4-H work at adult meetings such as Grange, PTA, church, etc.
	Self-improvement	81	Keep up to date on subject matter of 4-H projects which you lead
		82	Practice the giving of demonstrations before giving them at local 4-H Club meetings

Percent of state leaders who said leaders should do	Type of job	Job no.	Statement of job
60	Teaching	26	Discuss individually with 4-H members for whom the leader is responsible which 4-H project they should carry
		27	Discuss as a group with 4-H members for whom the leader is responsible which 4-H project they should carry
	Local club organization and supervision	30	Recruit 4-H members
		35	Persuade 4-H members to get their record books in on time
		44	Ask other adults in community to help with 4-H work
		48	Fill out forms the county extension office asks for
		52	Get materials needed for local 4-H Club events (parties, camp, etc.)
	Representing 4-H and promotional	69	Assist with radio programs
		70	Assist with TV programs
	Self-improvement	87	Attend 4-H leader training meetings outside county
80	Teaching	6	Give talks at local 4-H Club meetings
	Local club organization and supervision	33	Keep discipline in 4-H Club meetings
	Representing 4-H and promotional	74	Explain to parents what 4-H work is and what is expected of them
	Individual and special assistance	78	Counsel older 4-H members on personal problems

Percent of state leaders who said leaders should do	Type of job	Job no.	Statement of job
80	Self-improvement	88	Attend 4-H leader association meetings
		91	Receive county extension worker in own home to discuss 4-H work
100	Teaching	28	Discuss individually with members their achievement at end of project year
		29	Discuss as a group with 4-H members their achievement at end of project year
	Local club organization and super-vision	41	Attend local 4-H Club events
		47	Serve on county-wide (or district-wide) 4-H committees of adults
		49	Have the club meet in leader's own home
		50	Attend local 4-H Club meetings held outside of leader's own home
	Self-improvement	83	Read the literature sent out or given out by county extension office
		84	Attend 4-H leader training meetings in the community
		85	Attend 4-H district leader training
		86	Attend county-wide 4-H leader training meetings
		89	Go to county extension office for materials or help
		90	Make telephone calls to county extension office for materials or help

Table 2

Jobs Which Five 4-H State Leaders Thought First-Year 4-H Organizational-Only Leaders Should Do

Percent of state leaders who said leaders should do (N=5)	Type of job	Job no.	Statement of job
0	Teaching	8	Train members to demonstrate
		9	Train members to judge
	Local club organization and supervision	32	Conduct local 4-H business meetings
	Chores	53	Transport 4-H members to and/or from local 4-H Club meetings
		54	Transport 4-H members to and/or from local 4-H Club events
		57	Transport 4-H members to and/or from state 4-H Club events
		58	Furnish food for local 4-H Club meetings
		60	Prepare food or help prepare food for local 4-H Club meetings
		62	Transport projects to local 4-H Club events
		63	Transport projects to county 4-H Club events
		65	Transport projects to state 4-H events, fairs, etc.
		67	Clean up and/or arrange exhibit or judging area for members' project work at county fair or county achievement day
		68	Provide food or other materials for county 4-H events or activities

Percent of state leaders who said leaders should do	Type of job	Job no.	Statement of job
0	Individual and special assistance	75	Provide project material for members to use when they forget to bring their own
		76	Go with 4-H Club members to town or elsewhere to get their project materials
		77	Do special work on a member's project that has possibility of winning an award
		79	Actually do some of the project work in order to get it finished
0	Morale building	94	Lead singing at county 4-H Club events
		97	Lead recreation at county 4-H events
20	Teaching	15	Serve as camp counselor
		16	Show or teach 4-H Club members how to do their project work at local 4-H Club meetings
		17	Show or teach 4-H Club members how to do their project work in leader's own home but not in club meetings
		18	Show or teach 4-H Club members how to do their project work at member's home but not in club meetings
		20	Show or teach 4-H members how to fill out their project records in leader's own home
		21	Show or teach 4-H members how to fill out their project records in member's home

Percent of state leaders who said leaders should do	Type of job	Job no.	Statement of job
20	Teaching	22	Show or teach 4-H Club members how to do their project work individually
		23	Show or teach club members how to do their project work as a group
	Local club organization and supervision	36	Select individual members to represent 4-H Club or to compete in some contest
		40	Plan local 4-H events such as 4-H parties and achievement nights
		45	Chaperone members to 4-H events away from local community
		46	Enter exhibits at county fairs
		51	Get project materials needed by 4-H Club members
	Chores	56	Transport 4-H members to and/or from district 4-H Club events
		59	Furnish food for local 4-H Club events
		61	Prepare food or help prepare food for local 4-H Club events
		64	Transport projects to county fairs
		66	Clean up place after community 4-H events
	Representing 4-H and promotional	71	Serve as host family for 4-H Club members from other counties or states or IFYE's
	Individual and special assistance	80	Actually do some of the work on the project records in order to get them finished

Percent of state leaders who said leaders should do	Type of job	Job no.	Statement of job
20	Morale building	92	Lead singing in local 4-H Club meetings
		93	Lead singing at local 4-H Club events
		96	Lead recreation at local 4-H events
40	Teaching	5	Train 4-H members to lead singing at county 4-H events
		7	Give demonstration at local 4-H Club meetings
		19	Show or teach 4-H members how to fill out their project records in local 4-H Club meetings
		24	Show or teach 4-H members how to fill out their project records individually
		25	Show or teach 4-H members how to fill out their project records as a group
	Local club organization and supervision	34	Persuade 4-H members to get their project work done in time
		43	Order materials from firms, magazines, etc. for the use of 4-H members
	Chores	55	Transport members to and/or from county 4-H Club events
	Self-improvement	81	Keep up to date on subject matter of 4-H projects which you lead
		82	Practice the giving of demonstrations before giving them at local 4-H Club meetings
	Morale building	95	Lead recreation in local 4-H meetings

Percent of state leaders who said leaders should do	Type of job	Job no.	Statement of job
60	Teaching	1	Train 4-H Club members to conduct business meetings--individually
		4	Train 4-H members to lead singing at local 4-H events
		10	Train members to lead recreation
		26	Discuss individually with 4-H members for whom the leader is responsible which 4-H project they should carry
		27	Discuss as a group with 4-H members for whom the leader is responsible which 4-H projects they should carry
	Local club organization and supervision	35	Persuade 4-H members to get their record books in on time
		39	Set up arrangements for community 4-H events
	Representing 4-H and promotional	72	Personally ask community people for money to support some 4-H project or event
	Self-improvement	87	Attend 4-H leader training meetings outside county
80	Teaching	3	Train 4-H members to lead singing for local 4-H Club meetings
		12	Train members to keep secretary's book
	Local club organization and supervision	30	Recruit 4-H members
		42	Chaperone local 4-H Club events
		52	Get materials needed for local 4-H Club events (parties, camp, etc.)

Percent of state leaders who said leaders should do	Type of job	Job no.	Statement of job
80	Representing 4-H and promotional	70	Assist with TV programs
100	Teaching	2	Train 4-H club members to conduct business meetings--all officers together
		6	Give talks at local 4-H Club meetings
		11	Train members to preside
		13	Help 4-H members plan local 4-H events such as 4-H parties and achievement nights
		14	Supervise one or more 4-H community service activities
		28	Discuss individually with members their achievement at end of project year
		29	Discuss as a group with 4-H members their achievement at end of project year
	Local club organization and supervision	31	Assist in getting club started
		33	Keep discipline in 4-H Club meeting
		37	Help with local 4-H Club fund raising activities for 4-H Club work
		38	Attend local 4-H Club committee meetings held at different time than local 4-H Club meetings
		41	Attend local 4-H Club events
		44	Ask other adults in community to help with 4-H work

Percent of state leaders who said leaders should do	Type of job	Job no.	Statement of job
100	Local club organization and supervision	47	Serve on county-wide (or district-wide) 4-H committees of adults
		48	Fill out forms the county extension office asks for
		49	Have the club meet in leader's own home
		50	Attend local 4-H Club meetings held outside of leader's own home
	Representing 4-H and promotional	69	Assist with radio programs
		73	Explain 4-H work at adult meetings such as Grange, PTA, church, etc.
		74	Explain to parents what 4-H work is and what is expected of them
	Individual and special assistance	78	Counsel older 4-H members on personal problems
	Self-improvement	83	Read the literature sent out or given out by county extension office
		84	Attend 4-H leader training meetings in the community
		85	Attend 4-H district leader training
		86	Attend county-wide 4-H leader training meetings
		88	Attend 4-H leader association meetings
		89	Go to county extension office for materials or help
		90	Make telephone calls to county extension office for materials or help
		91	Receive county extension worker in own home to discuss 4-H work

Table 3

Jobs Which Five 4-H State Leaders Thought First-Year 4-H Organizational Leaders with Projects Should Do

Percent of state leaders who said leaders should do (N=5)	Type of job	Job no.	Statement of job
0	Local club organization and supervision	32	Conduct local 4-H business meetings
	Chores	53	Transport 4-H members to and/or from local 4-H Club meetings
		54	Transport 4-H members to and/or from local 4-H Club events
		57	Transport 4-H members to and/or from state 4-H Club events
		58	Furnish food for local 4-H Club meetings
		62	Transport projects to local 4-H Club events
		63	Transport projects to county 4-H Club events
		65	Transport projects to state 4-H events, fairs, etc.
		67	Clean up and/or arrange exhibit or judging area for members' project work at county fair or county achievement day
		68	Provide food or other materials for county 4-H events or activities
	Individual and special assistance	75	Provide project material for members to use when they forget to bring their own

Percent of state leaders who said leaders should do	Type of job	Job no.	Statement of job
0	Individual and special assistance	76	Go with 4-H Club members to town or elsewhere to get their project materials
		77	Do special work on a member's project that has possibility of winning an award
	Morale building	94	Lead singing at county 4-H Club events
		97	Lead recreation at county 4-H events
20	Teaching	1	Train 4-H Club members to conduct business meetings--individually
		15	Serve as camp counselor
		21	Show or teach 4-H members how to fill out their project records in member's home
	Local club organization and supervision	40	Plan local 4-H events such as 4-H parties and achievement nights
		45	Chaperone members to 4-H events away from local community
		46	Enter exhibits at county fair
	Chores	55	Transport members to and/or from county 4-H Club events
		56	Transport 4-H members to and/or from district 4-H Club events
		59	Furnish food for local 4-H Club events
		60	Prepare food or help prepare food for local 4-H Club meetings
		64	Transport projects to county fairs
		66	Clean up place after community 4-H events

Percent of state leaders who said leaders should do	Type of job	Job no.	Statement of job
20	Representing 4-H and promotional	71	Serve as host family for 4-H Club members from other counties or states or IFYE's
	Individual and special assistance	79	Actually do some of the project work in order to get it finished
		80	Actually do some of the work on the project records in order to get them finished
	Morale building	92	Lead singing in local 4-H Club meetings
		93	Lead singing at local 4-H Club events
		95	Lead recreation in local 4-H meetings
		96	Lead recreation at local 4-H events
40	Teaching	2	Train 4-H Club members to conduct business meetings--all officers together
		5	Train 4-H members to lead singing at county 4-H events
		17	Show or teach 4-H Club members how to do their project work in leader's own home but not in club meetings
		18	Show or teach 4-H Club members how to do their project work at member's home but not in club meetings
		20	Show or teach 4-H members how to fill out their project records in leader's own home

Percent of state leaders who said leaders should do	Type of job	Job no.	Statement of job
40	Local club organization and supervision	36	Select individual members to represent 4-H Club or to compete in some contest
		43	Order materials from firms, magazines, etc. for the use of 4-H members
		51	Get project materials needed by 4-H Club members
	Chores	61	Prepare food or help prepare food for local 4-H Club events
60	Teaching	4	Train 4-H members to lead singing at local 4-H events
		10	Train members to lead recreation
		12	Train members to keep secretary's book
	Local club organization and supervision	39	Set up arrangements for community 4-H events
	Representing 4-H and promotional	72	Personally ask community people for money to support some 4-H project or event
80	Teaching	3	Train 4-H members to lead singing for local 4-H Club meetings
		9	Train members to judge
		11	Train members to preside
		19	Show or teach 4-H members how to fill out their project records in local 4-H Club meetings
	Local club organization and supervision	30	Recruit 4-H members
		31	Assist in getting club started

Percent of state leaders who said leaders should do	Type of job	Job no.	Statement of job
80	Local club organization and supervision	33	Keep discipline in 4-H Club meeting
		34	Persuade 4-H members to get their project work done in time
		35	Persuade 4-H members to get their record books in on time
		42	Chaperone local 4-H Club events
		52	Get materials needed for local 4-H Club events (parties, camp, etc.)
	Representing 4-H and promotional	70	Assist with TV programs
100	Teaching	6	Give talks at local 4-H Club meetings
		7	Give demonstration at local 4-H Club meetings
		8	Train members to demonstrate
		13	Help 4-H members plan local 4-H events such as 4-H parties and achievement nights
		14	Supervise one or more 4-H community service activities
		16	Show or teach 4-H Club members how to do their project work at local 4-H Club meetings
		22	Show or teach 4-H Club members how to do their project work individually
		23	Show or teach club members how to do their project work as a group

Percent of state leaders who said leaders should do	Type of job	Job no.	Statement of job
100	Teaching	24	Show or teach 4-H members how to fill out their project records individually
		25	Show or teach 4-H members how to fill out their project records as a group
		26	Discuss individually with 4-H members for whom the leader is responsible which 4-H project they should carry
		27	Discuss as a group with 4-H members for whom the leader is responsible which 4-H project they should carry
		28	Discuss individually with members their achievement at end of project year
		29	Discuss as a group with 4-H members their achievement at the end of the project year
	Local club organization and supervision	37	Help with local 4-H Club fund raising activities for 4-H Club work
		38	Attend local 4-H Club committee meetings held at different time than local 4-H Club meetings
		41	Attend local 4-H Club events
		44	Ask other adults in community to help with 4-H work
		47	Serve on county-wide (or district-wide) 4-H committees of adults
		48	Fill out forms the county extension office asks for
		49	Have the club meet in leader's own home

Percent of state leaders who said leaders should do	Type of job	Job no.	Statement of job
100	Local club organization and supervision	50	Attend local 4-H Club meetings held outside of leader's own home
	Representing 4-H and promotional	69	Assist with radio programs
		73	Explain 4-H work at adult meetings such as Grange, PTA, church, etc.
		74	Explain to parents what 4-H work is and what is expected of them
	Individual and special assistance	78	Counsel older 4-H members on personal problems
	Self-improvement	81	Keep up to date on subject matter of 4-H projects which you lead
		82	Practice the giving of demonstrations before giving them at local 4-H Club meetings
		83	Read the literature sent out or given out by county extension office
		84	Attend 4-H leader training meetings in the community
		85	Attend 4-H district leader training
		86	Attend county-wide 4-H leader training meetings
		87	Attend 4-H leader training meetings outside county
		88	Attend 4-H leader association meetings
		89	Go to county extension office for materials or help
		90	Make telephone calls to county extension office for materials or help
		91	Receive county extension worker in own home to discuss 4-H work

Table 4

Jobs Which Five 4-H State Leaders Thought First-Year 4-H Assistant Organizational-Only Leaders Should Do

Percent of state leaders who said leaders should do (N=5)	Type of job	Job no.	Statement of job
0	Teaching	9	Train members to judge
		18	Show or teach 4-H Club members how to do their project work at member's home but not in club meetings
		20	Show or teach 4-H members how to fill out their project records in leader's own home
		21	Show or teach 4-H members how to fill out their project records in member's home
	Local club organization and supervision	32	Conduct local 4-H business meetings
		36	Select individual members to represent 4-H Club or to compete in some contest
		40	Plan local 4-H events such as 4-H parties and achievement nights
	Chores	53	Transport 4-H members to and/or from local 4-H Club meetings
		54	Transport 4-H members to and/or from local 4-H Club events
		57	Transport 4-H members to and/or from state 4-H Club events
		58	Furnish food for local 4-H Club meetings
		60	Prepare food or help prepare food for local 4-H Club meetings

Percent of state leaders who said leaders should do	Type of job	Job no.	Statement of job
0	Chores	62	Transport projects to local 4-H Club events
		63	Transport projects to county 4-H Club events
		64	Transport projects to county fairs
		65	Transport projects to state 4-H events, fairs, etc.
		67	Clean up and/or arrange exhibit or judging area for members' project work at county fair or county achievement day
		68	Provide food or other materials for county 4-H events or activities
	Individual and special assistance	75	Provide project material for members to use when they forget to bring their own
		76	Go with 4-H Club members to town or elsewhere to get their project materials
		77	Do special work on a member's project that has possibility of winning an award
		79	Actually do some of the project work in order to get it finished
	Morale building	94	Lead singing at county 4-H Club events
		97	Lead recreation at county 4-H events
20	Teaching	8	Train members to demonstrate
		15	Serve as camp counselor
		16	Show or teach 4-H Club members how to do their project work at local 4-H Club meetings

Percent of state leaders who said leaders should do	Type of job	Job no.	Statement of job
20	Teaching	17	Show or teach 4-H Club members how to do their project work in leader's own home but not in club meetings
		19	Show or teach 4-H members how to fill out their project records in local 4-H Club meetings
		22	Show or teach 4-H Club members how to do their project work individually
		23	Show or teach club members how to do their project work as a group
	Local club organization and supervision	43	Order materials from firms, magazines, etc. for the use of 4-H members
		45	Chaperone members to 4-H events away from local community
		46	Enter exhibits at county fair
		51	Get project materials needed by 4-H Club members
	Chores	56	Transport 4-H members to and/or from district 4-H Club events
		59	Furnish food for local 4-H Club events
		61	Prepare food or help prepare food for local 4-H Club events
		66	Clean up place after community 4-H events
	Representing 4-H and promotional	71	Serve as host family for 4-H Club members from other counties or states or IFYE's

Percent of state leaders who said leaders should do	Type of job	Job no.	Statement of job
20	Individual and special assistance	80	Actually do some of the work on the project records in order to get them finished
	Morale building	92	Lead singing in local 4-H Club meetings
		93	Lead singing at local 4-H Club events
		96	Lead recreation at local 4-H events
40	Teaching	5	Train 4-H members to lead singing at county 4-H events
		7	Give demonstration at local 4-H Club meetings
		24	Show or teach 4-H members how to fill out their project records individually
		25	Show or teach 4-H members how to fill out their project records as a group
	Local club organization and supervision	39	Set up arrangements for community 4-H events
	Chores	55	Transport members to and/or from county 4-H Club events
	Representing 4-H and promotional	72	Personally ask community people for money to support some 4-H project or event
	Self-improvement	82	Practice the giving of demonstrations before giving them at local 4-H Club meetings
	Morale building	95	Lead recreation in local 4-H meetings

Percent of state leaders who said leaders should do	Type of job	Job no.	Statement of job
60	Teaching	1	Train 4-H Club members to conduct business meetings--individually
		4	Train 4-H members to lead singing at local 4-H events
		10	Train members to lead recreation
		26	Discuss individually with 4-H members for whom leader is responsible which 4-H project they should carry
		27	Discuss as a group with 4-H members for whom leader is responsible which 4-H project they should carry
	Local club organization and supervision	34	Persuade 4-H members to get their project work done in time
	Self-improvement	81	Keep up to date on subject matter of 4-H projects which you lead
		87	Attend 4-H leader training meetings outside county
80	Teaching	3	Train 4-H members to lead singing for local 4-H Club meetings
		11	Train members to preside
		12	Train members to keep secretary's book
		13	Help 4-H members plan local 4-H events such as 4-H parties and achievement nights
	Local club organization and supervision	30	Recruit 4-H members
		35	Persuade 4-H members to get their record books in on time

Percent of state leaders who said leaders should do	Type of job	Job no.	Statement of job
80	Local club organization and supervision	37	Help with local 4-H Club fund raising activities for 4-H Club work
		38	Attend local 4-H Club committee meetings held at different time than local 4-H Club meetings
		42	Chaperone local 4-H Club events
		44	Ask other adults in community to help with 4-H work
		48	Fill out forms the county extension office asks for
		52	Get materials needed for local 4-H Club events (parties, camp, etc.)
	Representing 4-H and promotional	70	Assist with TV programs
		73	Explain 4-H work at adult meetings such as Grange, PTA, church, etc.
	Individual and special assistance	78	Counsel older 4-H members on personal problems
	Self-improvement	91	Receive county extension worker in own home to discuss 4-H work
100	Teaching	2	Train 4-H Club members to conduct business meetings--all officers together
		6	Give talks at local 4-H Club meetings
		14	Supervise one or more 4-H community service activities
		28	Discuss individually with members their achievement at end of project year
		29	Discuss as a group with 4-H members their achievement at end of project year

Percent of state leaders who said leaders should do	Type of job	Job no.	Statement of job
100	Local club organization and supervision	31	Assist in getting club started
		33	Keep discipline in 4-H Club meeting
		41	Attend local 4-H Club events
		47	Serve on county-wide (or district-wide) 4-H committees of adults
		49	Have the club meet in leader's own home
		50	Attend local 4-H Club meetings held outside of leader's own home
	Representing 4-H and promotional	69	Assist with radio programs
		74	Explain to parents what 4-H work is and what is expected of them
	Self-improvement	83	Read the literature sent out or given out by county extension office
		84	Attend 4-H leader training meetings in the community
		85	Attend 4-H district leader training
		86	Attend county-wide 4-H leader training meetings
		88	Attend 4-H leader association meetings
		89	Go to county extension office for materials or help
		90	Make telephone calls to county extension office for materials or help

Table 5

Jobs Which Five 4-H State Leaders Thought First-Year 4-H Assistant Organizational Leaders with Projects Should Do

Percent of state leaders who said leaders should do (N=5)	Type of job	Job no.	Statement of job
0	Local club organization and supervision	32	Conduct local 4-H business meetings
		40	Plan local 4-H events such as 4-H parties and achievement nights
	Chores	53	Transport 4-H members to and/or from local 4-H Club meetings
		54	Transport 4-H members to and/or from local 4-H Club events
		57	Transport 4-H members to and/or from state 4-H Club events
		58	Furnish food for local 4-H Club meetings
		62	Transport projects to local 4-H Club events
		63	Transport projects to county 4-H Club events
		64	Transport projects to county fairs
		65	Transport projects to state 4-H events, fairs, etc.
		67	Clean up and/or arrange exhibit or judging area for members' project work at county fair or county achievement day
		68	Provide food or other materials for county 4-H events or activities

Percent of state leaders who said leaders should do	Type of job	Job no.	Statement of job
0	Individual and special assistance	75	Provide project material for members to use when they forget to bring their own
		76	Go with 4-H Club members to town or elsewhere to get their project materials
		77	Do special work on a member's project that has possibility of winning an award
	Morale building	94	Lead singing at county 4-H Club events
		97	Lead recreation at county 4-H events
20	Teaching	1	Train 4-H Club members to conduct business meetings--individually
		5	Train 4-H members to lead singing at county 4-H events
		15	Serve as camp counselor
		18	Show or teach 4-H Club members how to do their project work at member's home but not in club meetings
		21	Show or teach 4-H members how to fill out their project records in member's home
	Local club organization and supervision	36	Select individual members to represent 4-H Club or to compete in some contest
		43	Order materials from firms, magazines, etc. for the use of 4-H members
		45	Chaperone members to 4-H events away from local community
		46	Enter exhibits at county fair

Percent of state leaders who said leaders should do	Type of job	Job no.	Statement of job
20	Chores	55	Transport members to and/or from county 4-H Club events
		56	Transport 4-H members to and/or from district 4-H Club events
		59	Furnish food for local 4-H Club events
		60	Prepare food or help prepare food for local 4-H Club meetings
		66	Clean up place after community 4-H events
	Representing 4-H and promotional	71	Serve as host family for 4-H Club members from other counties or states or IFYE's
	Individual and special assistance	79	Actually do some of the project work in order to get it finished
		80	Actually do some of the work on the project records in order to get them finished
	Morale building	92	Lead singing in local 4-H Club meetings
		93	Lead singing at local 4-H Club events
		95	Lead recreation in local 4-H meetings
		96	Lead recreation at local 4-H events
40	Teaching	2	Train 4-H Club members to conduct business meetings--all officers together
		4	Train 4-H members to lead singing at local 4-H events
		17	Show or teach 4-H Club members how to do their project work in leader's own home but not in club meetings

Percent of state leaders who said leaders should do	Type of job	Job no.	Statement of job
40	Teaching	20	Show or teach 4-H members how to fill out their project records in leader's own home
	Local club organization and supervision	39	Set up arrangements for community 4-H events
		51	Get project materials needed by 4-H Club members
	Chores	61	Prepare food or help prepare food for local 4-H Club events
	Representing 4-H and promotional	72	Personally ask community people for money to support some 4-H project or event
60	Teaching	3	Train 4-H members to lead singing for local 4-H Club meetings
		10	Train members to lead recreation
	Local club organization and supervision	34	Persuade 4-H members to get their project work done in time
		35	Persuade 4-H members to get their record books in on time
80	Teaching	6	Give talks at local 4-H Club meetings
		9	Train members to judge
		11	Train members to preside
		12	Train members to keep secretary's book
		13	Help 4-H members plan local 4-H events such as 4-H parties and achievement nights
		19	Show or teach 4-H members how to fill out their project records in local 4-H Club meetings

Percent of state leaders who said leaders should do	Type of job	Job no.	Statement of job
80	Local club organization and supervision	30	Recruit 4-H members
		31	Assist in getting club started
		33	Keep discipline in 4-H Club meetings
		37	Help with local 4-H Club fund raising activities for 4-H Club work
		38	Attend local 4-H Club committee meetings held at different time than local 4-H Club meetings
		42	Chaperone local 4-H Club events
		44	Ask other adults in community to help with 4-H work
		48	Fill out forms the county extension office asks for
		52	Get materials needed for local 4-H Club events (parties, camp, etc.)
	Representing 4-H and promotional	70	Assist with TV programs
		73	Explain 4-H work at adult meetings such as Grange, PTA, church, etc.
	Individual and special assistance	78	Counsel older 4-H members on personal problems
	Self-improvement	81	Keep up to date on subject matter of 4-H projects which you lead
		91	Receive county extension worker in own home to discuss 4-H work

Percent of state leaders who said leaders should do	Type of job	Job no.	Statement of job
100	Teaching	7	Give demonstration at local 4-H Club meetings
		8	Train members to demonstrate
		14	Supervise one or more 4-H community service activities
		16	Show or teach 4-H Club members how to do their project work at local 4-H Club meetings
		22	Show or teach 4-H Club members how to do their project work individually
		23	Show or teach club members how to do their project work as a group
		24	Show or teach 4-H members how to fill out their project records individually
		25	Show or teach 4-H members how to fill out their project records as a group
		26	Discuss individually with 4-H members for whom the leader is responsible which 4-H project they should carry
		27	Discuss as a group with 4-H members for whom the leader is responsible which 4-H project they should carry
		28	Discuss individually with members their achievement at end of project year
		29	Discuss as a group with 4-H members their achievement at end of project year

Percent of state leaders who said leaders should do	Type of job	Job no.	Statement of job
100	Local club organization and supervision	41	Attend local 4-H Club events
		47	Serve on county-wide or (district-wide) 4-H committees of adults
		49	Have the club meet in leader's own home
		50	Attend local 4-H Club meetings held outside of leader's own home
	Representing 4-H and promotional	69	Assist with radio programs
		74	Explain to parents what 4-H work is and what is expected of them
	Self-improvement	82	Practice the giving of demonstrations before giving them at local 4-H Club meetings
		83	Read the literature sent out or given out by county extension office
		84	Attend 4-H leader training meetings in the community
		85	Attend 4-H district leader training
		86	Attend county-wide 4-H leader training meetings
		87	Attend 4-H leader training meetings outside county
		88	Attend 4-H leader association meetings
		89	Go to county extension office for materials or help
		90	Make telephone calls to county extension office for materials or help

Table 6

Jobs Which Five 4-H State Leaders Thought First-Year 4-H Project-Only Leaders Should Do

Percent of state leaders who said leaders should do (N=5)	Type of job	Job no.	Statement of job
0	Teaching	1	Train 4-H Club members to conduct business meetings--individually
		2	Train 4-H Club members to conduct business meetings--all officers together
		10	Train members to lead recreation
		11	Train members to preside
		12	Train members to keep secretary's book
	Local club organization and supervision	31	Assist in getting club started
		32	Conduct local 4-H business meetings
		39	Set up arrangements for community 4-H events
		40	Plan local 4-H events such as 4-H parties and achievement nights
	Chores	53	Transport 4-H members to and/or from local 4-H Club meetings
		54	Transport 4-H members to and/or from local 4-H Club events
		55	Transport members to and/or from county 4-H Club events
		56	Transport 4-H members to and/or from district 4-H Club events
		57	Transport 4-H members to and/or from state 4-H Club events

Percent of state leaders who said leaders should do	Type of job	Job no.	Statement of job
0	Chores	58	Furnish food for local 4-H Club meetings
		62	Transport projects to local 4-H Club events
		63	Transport projects to county 4-H Club events
		64	Transport projects to county fairs
		65	Transport projects to state 4-H events, fairs, etc.
		67	Clean up and/or arrange exhibit or judging area for members' project work at county fair or county achievement day
		68	Provide food or other materials for county 4-H events or activities
	Individual and special assistance	75	Provide project material for members to use when they forget to bring their own
	Morale building	94	Lead singing at county 4-H Club events
		97	Lead recreation at county 4-H events
20	Teaching	3	Train 4-H members to lead singing for local 4-H Club meetings
		4	Train 4-H members to lead singing at local 4-H events
		5	Train 4-H members to lead singing at county 4-H events
		13	Help 4-H members plan local 4-H events such as 4-H parties and achievement nights
		15	Serve as camp counselor

Percent of state leaders who said leaders should do	Type of job	Job no.	Statement of job
20	Local club organization and supervision	45	Chaperone members to 4-H events away from local community
		46	Enter exhibits at county fair
	Chores	59	Furnish food for local 4-H Club events
		60	Prepare food or help prepare food for local 4-H Club meetings
		66	Clean up place after community 4-H events
	Representing 4-H and promotional	71	Serve as host family for 4-H Club members from other counties or states or IFYE's
		72	Personally ask community people for money to support some 4-H project or event
	Individual and special assistance	76	Go with 4-H Club members to town or elsewhere to get their project materials
		77	Do special work on a member's project that has possibility of winning an award
		79	Actually do some of the project work in order to get it finished
		80	Actually do some of the work on the project records in order to get them finished
	Morale building	92	Lead singing in local 4-H Club meetings
		93	Lead singing at local 4-H Club events
		95	Lead recreation in local 4-H meetings
		96	Lead recreation at local 4-H events

Percent of state leaders who said leaders should do	Type of job	Job no.	Statement of job
40	Teaching	14	Supervise one or more 4-H community activities
		17	Show or teach 4-H Club members how to do their project work in leader's own home but not in club meetings
		18	Show or teach 4-H Club members how to do their project work at member's home but not in club meetings
		21	Show or teach 4-H members how to fill out their project records in member's home
	Local club organization and supervision	36	Select individual members to represent 4-H Club or to compete in some contest
		37	Help with local 4-H Club fund raising activities for 4-H Club work
		38	Attend local 4-H Club committee meetings held at different time than local 4-H Club meetings
		42	Chaperone local 4-H Club events
	Chores	61	Prepare food or help prepare food for local 4-H Club events
	Representing 4-H and promotional	73	Explain 4-H work at adult meetings such as Grange, PTA, church, etc.
60	Teaching	20	Show or teach 4-H members how to fill out their project records in leader's own home

Percent of state leaders who said leaders should do	Type of job	Job no.	Statement of job
60	Local club organization and supervision	30	Recruit 4-H members
		43	Order materials from firms, magazines, etc. for the use of 4-H members
		44	Ask other adults in community to help with 4-H work
		51	Get project materials needed by 4-H Club members
		52	Get materials needed for local 4-H Club events (parties, camp, etc.)
	Representing 4-H and promotional	69	Assist with radio programs
		70	Assist with TV programs
80	Teaching	6	Give talks at local 4-H Club meetings
		22	Show or teach 4-H Club members how to do their project work individually
		23	Show or teach club members how to do their project work as a group
	Local club organization and supervision	33	Keep discipline in 4-H Club meetings
		34	Persuade 4-H members to get their project work done in time
		35	Persuade 4-H members to get their record books in on time
		48	Fill out forms the county extension office asks for
	Representing 4-H and promotional	74	Explain to parents what 4-H work is and what is expected of them

Percent of state leaders who said leaders should do	Type of job	Job no.	Statement of job
80	Individual and special assistance	78	Counsel older 4-H members on personal problems
	Self-improvement	88	Attend 4-H leader association meetings
100	Teaching	7	Give demonstration at local 4-H Club meetings
		8	Train members to demonstrate
		9	Train members to judge
		16	Show or teach 4-H Club members how to do their project work at local 4-H Club meetings
		19	Show or teach 4-H members how to fill out their project records in local 4-H Club meetings
		24	Show or teach 4-H Club members how to fill out their project records individually
		25	Show or teach 4-H members how to fill out their project records as a group
		26	Discuss individually with 4-H members for whom leader is responsible which 4-H project they should carry
		27	Discuss as a group with 4-H members for whom leader is responsible which 4-H project they should carry
		28	Discuss individually with members their achievement at end of project year
		29	Discuss as a group with 4-H members their achievement at end of project year

Percent of state leaders who said leaders should do	Type of job	Job no.	Statement of job
100	Local club organization and supervision	41	Attend local 4-H Club events
		47	Serve on county-wide (or district-wide) 4-H committees of adults
		49	Have the club meet in leader's own home
		50	Attend local 4-H Club meetings held outside of leader's own home
	Self-improvement	81	Keep up to date on subject matter of 4-H projects which you lead
		82	Practice the giving of demonstrations before giving them at local 4-H Club meetings
		83	Read the literature sent out or given out by county extension office
		84	Attend 4-H leader training meetings in the community
		85	Attend 4-H district leader training
		86	Attend county-wide 4-H leader training meetings
		87	Attend 4-H leader training meetings outside county
		89	Go to county extension office for materials or help
		90	Make telephone calls to county extension office for materials or help
		91	Receive county extension worker in own home to discuss 4-H work

NOTICE!!

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